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Vol 44

The Modern Language Journal

Volume XLIV

JANUARY • 1960

Number 1

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(An index for the periodical year is published annually. From its inception in 1929,
The Educational Index covers the subject-matter of the MODERN LANGUAGE JOURNAL.)

Published by
The National Federation of Modern
Language Teachers Associations

The Modern Language Journal

STAFF, 1960

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Common Sense in the Oral Approach

MANY of us who are now teaching have had to undergo, at one time or another, the experience of courses in Education. For some of us, this experience was a wearisome safari through wide expanses of clichés, double-talk and shimmering phrases which said little and meant less. Some of us, looking down the dark corridors of time, can sum up the majority of these courses by saying that any teacher with common sense, any teacher worth his salt would have been a good teacher without (his) having pursued these courses. His own common-sense approach to teaching could have supplanted the tedious hours spent in some of these classes.

But today, in many instances, the common sense that we considered intuitive and which we associate with Education courses seems sorely lacking in our language teachers who have dived headlong into the Oral Approach and who merrily go thrashing about, making a lot of noise and kicking up a lot of spray.

It is not our intention here to excoriate some of the texts which are flooding the market and which purport to be texts for oral use. Because these same texts are accompanied by inane, worthless exercises on tape, they are sold as the latest aids for the oral approach. Taped, native voices which race through insipid sentences contribute to the hoax that the text is indispensable for teaching the oral aspects of the language.

Countless, superlative articles have been written in the past on the Scientific Oral Approach and the Inductive Method. These excellent articles told the teacher what to do in class. Our attempt here is merely an admonition to the teacher on what *not* to do. In short, we suggest to the teacher that he use some common sense in the handling of students in classes where the Oral Approach is used. Our suggestions, we may add, are provoked by the fact that at this very moment there is a Bedlam of Babble in many language classrooms.

As we have mentioned, many texts which are actually being used are not scientifically reas-

oned-out texts for oral use. But either by some quirk of circumstances, or by some fiat of higher authority, or inherent laziness on the part of the text-selection committee, these same texts are being adopted for incorporation into oral-approach classes.

These suggestions, then, are directed to those who must adapt such a text to their class. Many of the texts normally have a passage in the language which deals with the breath-taking experiences of an American family buying French bread in a French store. The author then expatiates on the different kinds of French bread, the excellence of same and insinuates that we should drop everything and run out to buy French bread. Then come the questions, in the language and to be answered in the language, on the passage just read. Some collections of short stories have the "question-phase" also. We question the efficacy of such exercises. Is it not better for the student to talk about his own experiences, haltingly if need be, rather than to burden his memory with answers which tell of Robert Bromley's experiences on the upper deck of a French bus? And in some of the short stories which we have had to discuss, the vocabulary with which we have had to wrestle and which we have had to repeat is completely alien to our daily conversation. We have hastened to forget the text used last year just as we have quickly forgotten several French words encountered in this same text. But the lone English given as the equivalents for two of these words was: "goatsucker" and "billhook." We may safely say that not once have we used these English words in conversation. And yet the student was required to answer questions based on these two words! And in French!

What should the teacher *not* do in the classroom? It is inconceivable (but it has happened and is happening at this very moment!) that a teacher should confront his class on the first day and state "*ex cathedra*" and *in the foreign tongue* that English will not be allowed in his classroom. And then come the questions and

the orders and the "explication" in the language. Is it any wonder that the students bolt for the nearest exit and, if choice there is, attempt to drop the language and enroll in a course where, at least, they can understand what is being said in the classroom?

It is high time that we realize that the printed word is, in many instances, completely meaningless when spoken. "Identité," when spoken to the student, evokes a blank stare; written on the blackboard it is easily recognized. It would be most enlightening to experiment with cognates; pronounce them in class and observe the recognition rate! In like manner, use a word which is most pertinent to the subject being discussed but which has not been seen or heard before; the reaction (or lack of reaction) is at times appalling. Thus, we may know what a pack of cigarettes is bought in a "bureau de tabac." We may even know the price of same. We may ask the student if he has any cigarettes and what brand. But fire "Fumez-vous?" at him (without gestures) and he swallows hard!

The student who can read and translate a foreign language but who has seldom heard it spoken must be treated as though his aural knowledge is next to nothing. A stint in the language classroom may show that our charitable assumption is an irrefutable fact. May we suggest, then, that no word be spoken in the classroom unless it has been first heard (and mastered) by the student or unless, by action or induction, we convey the meaning of the word to him? For us to ask him the very first day: "Comment vous appelez-vous?" is proof positive that we have joined the many jackasses who are braying in the linguistic arena. Induction is the going from the known to the unknown. But many of our students, as far as their aural-oral skills are concerned, know absolutely nothing. Is it not better to assume this at the outset and then, if the students prove us wrong, to build on their foundation and increase the pace, rather than to blare out immediately in impeccable Spanish: "Señores, no se permite el inglés en esta clase"? Many a poor student, subjected to this bombardment, has rushed headlong into the Dean's office and has asked since when has the College been

offering courses in the Hottentot dialects.

If the text treats of the members of one's family and we have concluded *ad nauseam* that "Le frère de ma mère est mon oncle," or that "la soeur de ma mère est ma tante," then we may strike out without trepidation to a discussion of "la plume de ma tante." But to enter the class and state: "Nous allons discuter aujourd'hui le théâtre français" is sheer, linguistic madness. And yet some of our more adventurous confreres consider it a *sine qua non* of their course that they belabor their students daily with "original" oral themes:

La politique française au XIV^{ème} siècle
Les oiseaux du Midi
Las costumbres mejicanas de antaño
Los caballos en la epopeya

And all this without a previous introduction to a difficult, technical vocabulary which is forgotten on the morrow!

And lastly, may we make a plea for more patience and understanding on the part of the language teacher. The student has been pronouncing certain sounds the same way ever since he spoke his first sentence. No sane teacher should expect the English "r" to come out as a perfect French or Spanish sound overnight. The teacher who expects that and goes stomping out of the room muttering, "Qu'ils sont bêtes!" is not showing even a modicum of common sense. And ironically, he is the native teacher of the language, born in the foreign country but who has lived here for many a year and who still cannot speak a tolerable sentence in English.

These, then, are some simple suggestions on what *not* to do in the language classroom. Perhaps the negative approach to the Oral Method is a new twist, perhaps it is poor pedagogical procedure. But these suggestions were prompted by the sad spectacle of some teachers who are convinced that they are using the oral approach merely because they are using the foreign language in the classroom.

Many a promising pugilist who thought that throwing enough punches was sufficient found out (too late and flat on his back) that one scientific, well-directed blow was worth all his grunting and flailing.

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Major and Minor Fields

IN MANY colleges and universities in the United States, a student preparing to teach in secondary school is required to combine a minor field with his major. Combinations of allied fields are generally considered better than those of different fields. According to the prevalent opinion, for a student majoring in zoology, for example, a minor in botany would be better than a minor in an unallied subject, such as English. This view is actually sound in most cases, for the allied subject will not only broaden the student's general education and equip him with an additional teaching field, but also help him strengthen, with a few more comprehensive and central ideas, his intelligent grasp of his principal field. However, it is an error to assume that, under present conditions, the notion of allied fields can be applied with equal success to foreign languages. Experience shows that such combinations have done a great deal of harm. Leaders in the teaching of foreign languages have failed to see that. As a result, our universities have produced so-called "language men," namely teachers of two or more foreign languages who, while at college, only had time to gain a mastery of the grammar and a reading knowledge of the languages they are expected to teach, but have not had the time or the opportunity to attain a comfortable proficiency in an actual use of them, oral or written. They have failed to recognize the enormous difference between the mental processes involved in the study of the sciences and those involved in the study of modern foreign languages.

The striking difference lies in the fact that success in learning a science depends in the main on comprehension, whereas success in learning a language depends above all on practice. While one needs but little repetition for the study of a physical law after one has fully understood it, a student, having done no more than perfectly grasp the nature of a grammatical pattern, has hardly started learning it. If we were to measure roughly the relative length of time necessary to learn theoretical grammar, reading for comprehension, and actual profi-

ciency in a language, we could perhaps get a table of proportions such as this: one unit for the first, four units for the second, and sixteen units for the third. The study of theoretical grammar is essentially rational. It depends more upon reasoning than on anything else. Comprehension in reading or reading knowledge, as it is commonly called, depends more upon memory than upon reasoning. Actual proficiency is above all facility in performance, the acquisition of which requires, more than anything else, practice. The bulk of this process consists, therefore, in more or less mechanical repetition, entailing relatively little rational and mnemonic effort but demanding prolonged exercise. In other words, such learning is relatively easy but needs a very long time. Besides, such learning can hardly be very successful without some extracurricular endeavor, by no means tiresome but time-consuming. To succeed in really learning a foreign language one has, so to speak, to live it to a certain extent.

In the four college years, there is not sufficient time, in class and during extra-class hours, for this kind of time-consuming activity devoted to more than one foreign language, unless the student enters college already fluent in one, which is rare in our country. Then, under ordinary conditions, to allow a prospective teacher to combine two or more foreign languages as his teaching fields is tantamount to foredooming him to a minimum proficiency. In such a case, the major as well as the minor would suffer. But were he to combine a foreign language with a subject other than a modern foreign language, such as history, mathematics, chemistry, English, Latin, the minor although perhaps more difficult for him but far less time-consuming, would not make adequate supplementary practice in the major impossible.

Of course, the situation would be very much different if our concern were either primarily philological or primarily literary. Such concern would remain quite legitimate for other types of programs; that is, programs other than those aiming at the training of language teach-

ers. Franz Bopp was not obliged to speak Sanskrit, nor Antoine Meillet Armenian. But the needs of the ordinary language teacher differ. On the one hand, he does not have to possess such erudition; on the other, he has to have a skill to use the foreign language correctly, fluently, and with a fair degree of ease. Knowledge of comparative grammar and literature, however excellent and extensive, cannot make the ordinary language teacher fully satisfied with his lot and comfortable in his daily work, if he lacks an easy practical command of the tongue he teaches. And he teaches it with the well-known and repeatedly stressed idea that it is an actual instrument of communication. Let him be as learned as Max Müller, but without any practical proficiency in the foreign language he teaches, and he will often feel miserable and inadequate and his class will cease to be impressed by his vast erudition when he is seen to falter in uttering more than three or four sentences in succession.

Let students not undertake the study of two modern languages in college, practically from scratch, with the hope of gaining the expected proficiency in both. It is only later that they may discover that there is room enough for only one foreign language in their program, that two, three, and even four may be very well learned theoretically but not more than one in the way they want.

The result is distressing. Just as having completed a number of education courses has come to mean to be able to teach, so having passed a number of language courses has come to mean to know the language. Can a musician study harmony and counterpoint but neglect solfeggio

and his instrument? If he does, he is not a musician but a misguided mathematician.

Insistence on a practical command of one language may do more to increase teaching efficiency in high schools than all the sumptuous paraphernalia of audio-visual workshops.

At the same time a policy favoring a combination of one language with a subject other than a modern foreign language, where such combinations are required, may tend to improve interdepartmental contact. It may diminish the anti-humanistic ills of departmental isolation and provincialism. It will give language teachers a broader and more varied education and will make them more articulate to demonstrate the advantages of linguistic training.

Does this mean then that a teacher cannot learn well more than one foreign language? Not at all. What it means is that during the short period of four college years, if real proficiency is desired, not more than one foreign language can be properly undertaken. Only after it has been mastered may one undertake another. In other words, finish what you have started before you begin something else. If you want to be a tailor, learn as soon as you can to make coats; and later, if you want also to be a shoemaker, you will learn how to make shoes too. If you have limited time and a well-defined schedule to respect, do not do two things poorly but only one as perfectly as you can. Life does not end with a B.A. At any rate, we want good artisans and not jacks of all trades.

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Dr. Luis R. MacKay, Minister of Education and Justice of Argentina, recently announced that English soon will be taught in all elementary schools in his country. English is presently taught only in Argentina's secondary schools. He said that students, by beginning English training in elementary grades, will be able to go beyond simple exercises in vocabulary and grammar. The secondary schools also will endeavor to give students a knowledge of the life and culture of English-speaking peoples.

* * *

La Lune de Miel Franco-Allemande: Coopération entre Ennemis Séculaires

LE TITRE de ma causerie demande une justification dès le début. Parler de lune de miel à propos des relations entre Français et Allemands peut paraître excessif. N'est-il pas vrai que l'inimitié entre les deux nations était devenue proverbiale? Depuis cent cinquante ans, en effet, rares étaient les décades de paix et de détente. S'ils n'étaient pas en guerre l'un contre l'autre, les deux pays semblaient s'y préparer par tous les moyens, matériels aussi bien qu'intellectuels. Malgré quelques exceptions notables, les personnalités les plus éminentes, en France comme en Allemagne, manifestaient longtemps une animosité profonde à l'égard de ce qu'on était convenu d'appeler "l'ennemi héréditaire." L'école, loin de remédier à cet état de choses déplorable, renchérissait par un enseignement de l'histoire fortement axé sur la dépréciation de la nation voisine. La presse entretenait un préjugé grossier, des deux côtés du Rhin, vis-à-vis de l'autre peuple. L'opinion publique était donc, dans l'ensemble, orientée vers une détestation acceptée sans discussion.

Bien entendu, certaines des exceptions à cette attitude méritent qu'on les nomme, en ce rapide tour d'horizon des relations entre Français et Allemands. Au dix-neuvième siècle, Madame de Staël et une bonne partie des écrivains romantiques à sa suite propageaient de l'Allemagne une vue positive et sympathique. Du côté allemand, Goethe, Schiller et plus tard Heine parleront de la France avec compréhension et respect. A partir de la fin du dix-neuvième siècle, des courants de plus en plus intensifs communiquent aux artistes, poètes et savants des deux pays les idées qui, dépassant le cadre national, deviennent le bien commun de l'esprit humain, tout en conservant leur cachet original qui les rattache à leur pays.

Ce qui empêchait d'une façon générale, les générations passées de comprendre leur voisin, c'étaient des opinions préconçues. Qu'elles soient favorables ou hostiles, les préventions na-

tionales rendent aveugles. En dépit de tout leur enthousiasme, les Romantiques français restaient aussi ignorants des choses d'Allemagne que le sera, quelques soixante ans plus tard, un nationaliste comme Paul Déroulède. L'existence de préjugés, assez généralisés, n'empêche d'ailleurs pas, de-ci, de-là, des jugements exacts. Ainsi, certaines figures d'Allemands chez Guy de Maupassant, tout comme quelques silhouettes françaises chez Hugo von Hofmannsthal, respirent la vérité, la vie authentique. Quelques Allemands, soucieux de connaître la France, y vont, les yeux ouverts, tel Hoelderlin qui traverse le pays dans toute sa largeur à pied, jusqu'à Bordeaux, ou même un prisonnier de guerre de 1870, comme Theodor Fontane qui rapporte de France un témoignage lucide.

Quelques Français, comme Romain Rolland, dans leur ardeur de tout connaître de l'âme allemande, consacrent de longues années de leur vie à l'étude de l'Allemagne et de ses arts. Il faudrait noter, ici, tout particulièrement, l'effort de l'université française, car les germanisants français se trouvent, depuis un demi-siècle et sans interruption aucune, malgré les guerres, à l'avant-garde des connaisseurs véritables de l'Allemagne. Des professeurs tels que Charles Andler, Henri Lichtenberger, Edmond Vermeil, Ernest Tonnelat et, de nos jours, Geneviève Bianquis et Robert Minder, pour n'en nommer que quelques-uns, ont amené les études germaniques en France à un sommet tel que les plus hautes autorités allemandes en ce domaine ne se font pas faute de reconnaître leur mérite. Ancien élève de Lichtenberger, de Tonnelat et de Vermeil, c'est avec une fierté modeste que j'évoque leurs noms.

A côté de ces tracées de lumière, les préjugés nationaux, tenaces, survivaient jusqu'en plein vingtième siècle. Pour les Allemands, le Français continuait de se présenter sous les traits d'un petit bonhomme noiraud à moustache, chaussé de galoches, coiffé d'un chapeau à larges bords,

passablement malingre et ridicule. Et les Français leur rendaient la monnaie de ce cliché en envisageant tous les Allemands comme de gros et gras mangeurs de choucroute, blonds et athlétiques. Vous croyez que j'exagère? Permettez-moi de citer un incident caractéristique à cet égard. En 1931, une mission gouvernementale française, pour la première fois depuis 1918, visitait l'Allemagne pour une rencontre ministérielle. Le Président du Conseil d'alors, Pierre Laval, accompagné de l'illustre Aristide Briand, son ministre des Affaires Etrangères, vint à Berlin pour y discuter avec le gouvernement allemand des problèmes de la paix. Laval dont c'était le premier voyage en Allemagne, était fermement convaincu que la choucroute était le plat national allemand, et qu'on en mangeait à tous les repas. Il en avait préalablement instruit tous les membres de sa suite, et quelle ne fut pas sa déception lorsqu'aux repas officiels offerts par le gouvernement allemand, la choucroute brillait par son absence. Aucun des banquets ne comportait de choucroute, et Laval—qui devait, quatorze ans plus tard, se voir condamner à mort et fusiller en raison de sa politique de collaboration avec les nazis—en conçut un tel dépit qu'il résolut de se procurer, coûte que coûte, cette choucroute tant rêvée. Le dernier soir de son séjour à Berlin, rentrant vers minuit à l'Hôtel Adlon où, bien entendu, à cette époque, le restaurant était fermé depuis huit heures,—il commanda, malgré l'heure tardive, une choucroute garnie pour lui-même et pour chacun des membres de sa suite, sans leur avoir demandé leur avis. André François-Poncet, ambassadeur de France à Berlin en ce temps-là, raconte dans ses *Mémoires* que le personnel de l'hôtel en était consterné, mais qu'après force pourparlers, et sous la pression des services diplomatiques allemands, arrachés à leurs lits, ladite choucroute fut servie. Laval en mangea tant que, durant la nuit, il s'en trouva mal, et le voyage de retour, le lendemain, fut morne. . . .

Tous les préjugés nationaux n'entraînent pas une indigestion aussi prononcée ou aussi immédiate. Certaines opinions exagérément favorables idéalisaient cependant le partenaire à tel point qu'il en devenait méconnaissable. Entre les deux guerres, il y eut une Société Franco-Allemande qui se proposait comme but le rapprochement entre les deux peuples. Cette

société entretenait un culte, certes très beau, très idéaliste, de la culture française. Malheureusement, son activité, louable dans l'ensemble, restait trop loin des réalités pour pouvoir porter de fruits vigoureux. L'atmosphère de ces cercles franco-allemands des années vingt n'était pas dépourvue d'un certain snobisme.

Un connaisseur et ami allemand de la France hors pair, Kurt Tucholsky, met en garde, précisément à cette époque des rencontres raffinées et distinguées, contre l'admiration sans discernement: "Ce serait une erreur regrettable, écrit Tucholsky, de vouloir faire de chaque Français un être idéal. Je n'aime pas du tout ces hommes de lettres et autres voyageurs allemands qui, venant en France, y tombent en extase devant le moindre cendrier qu'ils se mettent alors à considérer comme un document authentiquement français de vieilles traditions. La faute en incombe avant tout aux marchands d'art, ajoute Tucholsky, et il y aurait lieu de les fusiller soigneusement, un à un. . . ."

Il y eut, entre les deux guerres, [cela est vrai] quelques tentatives pratiques et solides de rapprochement, tels les échanges d'étudiants entre plusieurs pays européens, dont j'ai d'ailleurs fait moi-même partie à deux reprises. Restant limités aux échanges académiques, toutefois, ces efforts ne purent prendre racine. La vague du chauvinisme était encore trop forte.

Les deux guerres mondiales amenèrent forcément une rupture. Si avant 1914 il avait existé des liens entre commerçants et industriels français et allemands, entre artistes, écrivains, savants et beaucoup d'autres, tout était à recommencer après 1918. La méfiance française à l'égard des Allemands ne date pas seulement de l'hitlérisme, mais elle s'est accrue lorsque les nazis sont parvenus au pouvoir. L'Allemand, quant à lui, considérait le Français comme le principal responsable du traité injuste de Versailles. Cet obstacle a rendu impossible toute entente durable.

On aurait pu croire que l'exaspération du sentiment national durant la deuxième guerre mondiale augmenterait encore ce ressentiment sourd contre l'Allemagne. Il est vrai que, durant la guerre et l'occupation, quand les Allemands par leur présence physique nourrissaient le préjugé existant par une politique brutale et inhumaine, la haine contre l'occupant se faisait

sentir. Ce qui est remarquable, en revanche, c'est que, contrairement à ce qui s'était passé en 1914-1918, les intellectuels français n'aient nullement abondé dans le sens de la haine. Bien au contraire: les plus actifs contre l'occupant, les plus patriotes des Français s'efforçaient, dans tout ce qu'ils écrivaient et publiaient clandestinement, à faire taire la passion grossière, à combattre la haine. Bien souvent, les poètes français témoignaient de leur estime de l'Allemagne, elle aussi opprimée par la dictature hitlérienne, elle aussi digne d'en être délivrée pour être reçue à nouveau parmi les nations civilisées. Il mènerait trop loin, si je voulais citer ici ne fût-ce qu'une infime partie de ce qu'inscrivaient sur leur bannière ces champions de la liberté, farouchement opposés à la domination nazie, mais en même temps fraternellement penchés vers le frère ennemi. Tous leurs efforts étaient tendus à chasser l'Allemand du sol national. Toute leur imagination travaillait à préserver pour l'Allemagne la place au sein des nations qu'elle allait de nouveau mériter. C'est dans ce sens qu'il faut comprendre le cri sublime de Valentin Feldman devant le peloton d'exécution allemand: "Imbéciles,—c'est pour vous que je meurs!"

Depuis 1945, les efforts d'entente franco-allemands se sont renouvelés. A la différence de l'entre-deux-guerres, cette fois-ci, ces efforts ne se limitent point aux échanges académiques. Dans tous les domaines, des représentants des deux peuples se rencontrent et essayent de se comprendre. Ce qui est nouveau et réconfortant aussi, c'est qu'on se dise à présent des vérités, même désagréables. Tandis que, de 1918 à 1933, on avait soigneusement évité les controverses dans les rencontres franco-allemandes, au jourd'hui la discussion vive et franche est à l'ordre du jour. Les écrivains allemands reprochent aux hommes de lettres français leurs manies et leurs manières. Les journalistes français, assis en session de discussion avec leurs collègues allemands, donnent libre cours à leur indignation devant tel ou tel acte politique allemand. Les médecins allemands critiquent leurs collègues français qu'ils vont visiter chez eux, à cause de certaines conceptions scientifiques qu'ils appellent démodées. Les pharmaciens français visitent les pharmaciens allemands et mettent leur nez dans tous les pots,

dans tous les laboratoires. Musiciens français et allemands vivent et travaillent ensemble pendant des mois et échangent leurs observations. Des ouvriers spécialisés français et allemands séjournent chez le voisin des mois durant pour se familiariser avec certains procédés de fabrication. Naturellement, il y a toujours eu, et il y a de nouveau des rencontres entre jeunes de même confession ou conviction politique. Ce qui est neuf, c'est l'esprit des stages, des semaines communes, des colonies de vacances. Ainsi, les juristes français et allemands se réunissent. Avocats de Cologne et juges de Francfort discutent avec leur collègues de l'autre côté. Tous ces graves magistrats ne se font pas prier pour dire toute la satisfaction qu'ils tirent de leurs échanges. L'Institut Franco-Allemand de Ludwigsburg près Stuttgart ouvre ses portes tour à tour à des groupements venus de tous les horizons sociaux. Aux cheminots français succèdent les ingénieurs français et allemands, les professeurs, bien sûr, puis les vigneron. Mais oui, même les vigneron français ont fini par vaincre leur préjugé qui était plutôt un jugement de caste qu'une opinion nationale. Car, enfin, ces braves vins allemands méritent-ils qu'on les juge dans la même haleine que les grands crus de France? Apparemment que oui, et le directeur de l'Institut Franco-Allemand m'a confié que ces réunions entre experts de la vigne se terminaient sur une note fort gaie. . . .

Les échanges, me direz-vous, ne représentent toujours qu'une fraction négligeable de chaque nation. Le reste du peuple est-il touché en quoi que ce soit par cette vague d'amitié, de sympathie, de compréhension? Je n'hésite pas à dire que oui. Notez qu'ici, comme en toutes choses, il ne faut pas généraliser trop. Il y aura toujours, des deux côtés, pas mal de sceptiques qui diront: "attendons, ne nous emballons pas trop vite. Après tout, trois guerres en une vie d'homme entre nos deux pays devraient nous apprendre un peu de prudence." Considérant le nationalisme encore vif qui subsiste dans les deux pays, on ne saurait donner entièrement tort à une telle opinion. Et, de fait, j'ai trouvé, en France surtout, des hommes politiques et des professeurs d'université qui ne manquent aucune occasion de manifester leur méfiance devant certaine recrudescence du nationalisme en Allemagne.

D'un autre côté, il s'agit de ne pas sous-estimer la valeur positive de la volonté d'entente. Un facteur de paix, ce sont les jumelages entre villes françaises et allemandes. Aux Etats-Unis, nous connaissons aussi un nombre croissant de ces jumelages (appelés ici "twinning") entre villes françaises et américaines, telles par exemple que York en Pennsylvanie, avec Arles en France. Ce qui est rassurant, c'est que ces manifestations d'amitié établissent un lien durable entre citoyens français et allemands. Ce qui est beau, c'est que, loin de se faire par décision administrative, ces jumelages sont souvent l'oeuvre d'initiatives spontanées. La meilleure preuve en est que le chercheur qui tâche de savoir le nombre exact des jumelages éprouve une difficulté presque insurmontable: il n'existe pas de statistiques permettant d'établir avec certitude le nombre des villes jumelées. Pourquoi cela? Eh bien, parce que, bien souvent, ces entreprises sont faites dans le cadre strictement familial de petites communautés. La grande presse est loin de rapporter toutes les nouvelles relatives à ces alliances entre villes, et du reste, les municipalités allemandes et françaises ne cherchent guère à s'afficher par une publicité soignée.

Un épisode observé par moi permettra de s'en rendre compte. Je me trouvais, au printemps dernier, dans le bureau du conseiller culturel de l'Ambassade d'Allemagne à Paris, le Dr. Kutscher, homme très cultivé et extrêmement serviable. Comme je lui demandais des renseignements sur les jumelages de villes allemandes et françaises, le Dr. Kutscher haussa les épaules en me déclarant que c'était là un chapitre délicat, beaucoup de communes omettant de procéder à des formalités qui auraient permis aux gouvernements respectifs de connaître ces activités pourtant si désirables. Pendant notre entretien, le téléphone sonna. Le conseiller s'excusa, prit le récepteur et répondit. Il fut visiblement contrarié: "Quoi, fit-il, et c'est maintenant que vous me dites cela!" Il m'expliqua par la suite qu'on venait d'apprendre tout à fait par hasard qu'une commune des environs de Paris, Châtillon, célébrait ce jour-là même, son jumelage avec le village de Wengen im Allgäu.

Dans un autre secteur de la vie publique, historiens français et historiens allemands se sont attablés ensemble, loin de toute publicité. Par

un travail assidu, ils ont fini par élaborer des livres de texte scolaires pour l'enseignement de l'histoire, destinés à désenvenimer l'atmosphère. Ecoliers allemands et français, au lieu d'apprendre à penser réciproquement à l'ennemi héréditaire, chaque fois qu'il est question des relations entre leurs deux pays, apprendront à évaluer à leur juste valeur les hommes de leur pays ainsi que ceux de l'autre. Cette initiative est des plus heureuses et certainement appelée à contribuer au maintien de la paix. Il est à souhaiter qu'elle soit suivie par d'autres nations. Car, bien sûr, on ne saurait dégager le problème franco-allemand du problème plus vaste des rapports entre les pays de l'Ouest et ceux de l'Est. Toute initiative servant au rapprochement entre Allemands et Français sert en même temps la paix générale, et inversement tout ce qui purifie l'horizon international profite aussi aux relations franco-allemandes. C'est pourquoi il ne faut pas rire des efforts parfois naïfs pour rapprocher d'anciens ennemis.

A ce titre, je citerai une information que vous avez pu lire dans les journaux américains, il y a exactement deux ans. Le maire de la ville de Nancy a déclaré qu'au lieu de verser du sang français dans une guerre contre l'Allemagne, les Français préféreraient en faire don aux Allemands. Suivant par un geste ces paroles, la ville de Nancy a fait don à la ville de Karlsruhe d'un certain nombre de litres de sang pour les hôpitaux.

Dans le même ordre d'idées, notons que, pendant les tragiques événements de novembre 1956, à Budapest, les Allemands résidant dans la capitale hongroise cherchaient un refuge. Où l'ont-ils trouvé? A l'ambassade de France.

Adenauer et de Gaulle, ces deux hommes d'état si différents, se consultent pour la politique commune à adopter. Dans le domaine économique, où vous connaissez déjà le marché commun européen, bien d'autres efforts conjoints dépassent tout ce qui avait jamais été entrepris auparavant. Ce ne sont plus seulement des projets en commun, comme les films en coproduction. C'est la coopération sur toute la ligne, la France suppléant à l'Allemagne, et vice-versa. Témoin l'accord entre la Lufthansa et Air-France. Je sais bien que, précisément dans le domaine économique, chaque entreprise commune entraîne nécessairement aussi d'éventuelles frictions. La question de la concurrence,

des tarifs, etc. subsiste. Mais le début est remarquable. Un avenir plus harmonieux, parce que plus rationnel, se dessine.

Il est temps d'en finir de ces généralités et de tenter d'esquisser le reflet de toutes ces tendances positives dans la littérature. Car l'effort des écrivains de la Résistance n'est pas resté sans effet sur la littérature de l'après-guerre en France, où le problème allemand a reçu un traitement de premier plan, presque partout sympathique. En Allemagne, également, on se préoccupe beaucoup de la France. Cela n'est pas un phénomène nouveau. Dès avant la première guerre mondiale, poètes et écrivains regardent souvent par-delà le Rhin. Entre les deux guerres, cet intérêt s'est encore intensifié; nous n'avons qu'à évoquer Jean Giraudoux, fasciné par l'Allemagne et qui y a reçu un accueil chaleureux. De l'autre côté, ce sont Heinrich Mann, Georg Kaiser et nombre d'autres auteurs, tous épris de thèmes français, de culture française.

Aujourd'hui, le tableau est encore plus complet. D'abord, le public, des deux côtés du Rhin, prend un intérêt plus actif aux lettres de la nation voisine. En France, les livres traduits de l'allemand occupent la troisième place, tout de suite après la production anglaise et américaine, au point de vue de la vente. En Allemagne, les livres traduits du français jouissent aussi d'une popularité marquée. De plus, le théâtre allemand représente un nombre considérable de pièces d'auteurs français contemporains. Si la scène française n'offre pas une réciprocité parfaite, on y trouve néanmoins bon nombre de dramaturges allemands. En fait, le théâtre en France a fait oeuvre de pionnier pour certains auteurs allemands, peu joués depuis un siècle, qui doivent leur renaissance à l'initiative d'acteurs et de metteurs en scène français.

Dans des rencontres annuelles, hommes de lettres français et allemands se confrontent dans des journées de discussion fertiles pour les deux parties. Des critiques allemands trouvent des tribunes françaises dans les revues et périodiques de France, et nombre d'auteurs français contribuent aux revues allemandes, ainsi d'ailleurs qu'à la radio et la télévision allemandes.

Peu d'écrivains allemands ont fait preuve d'un tact aussi exquis que celui d'Albrecht Goes. Ce pasteur protestant, auteur de nouvelles, de poèmes délicats et d'essais vigoureux

sur la musique, la littérature, la morale, nous décrit une journée à Vézelay, où il arrive, conduit en automobile par la veuve de Romain Rolland. Je cite ses impressions notées en cours de route: "Nice, tant et tant de kilomètres. Voilà ce qu'indique la borne kilométrique. Mon oeil intérieur cependant n'envisage pas d'abord la côte d'Azur, mais, comme c'est constamment le cas aux premiers jours de ce premier voyage en France, l'histoire récente de ce pays voisin si éprouvé. Je revois les journées de mai et de juin de l'année 1940. Cela devait être cette même route qui a porté le cortège des réfugiés, et parmi eux, les plus pauvres de tous, les sans patrie, chassés de pays en pays: *qui* peut atteindre, avant qu'il ne soit trop tard, le territoire suisse ou les Pyrénées..." (et le récit continue:) "Il y a aujourd'hui quatorze ans depuis ces événements tragiques. Ce n'est pas long pour nous tous, les hôtes comme les invités. Nous le sentons bien. Mais aujourd'hui, c'est une journée de paix." Et Goes conclut ces remarques en nous décrivant une visite au Foyer Jean-Christophe à Vézelay où il rencontre vingt-cinq jeunes, de France et d'Allemagne: "C'est donc ici qu'ils vivront ensemble, ces jeunes des deux nations qui se sont rendu la vie si dure l'une à l'autre, au cours des siècles. Ceux qui oublient trop et ceux qui n'oublient jamais vont se chercher mutuellement."

D'autres écrivains allemands, dans des romans, des nouvelles, des pièces de théâtre et des poèmes, traitent, de manière plus ou moins directe, le problème français. Chez quelques-uns de ces auteurs, le Français assume un rôle symbolique. Le traitement n'est pas toujours des plus heureux, au point de vue artistique. Il est même à noter que les auteurs allemands les plus estimés sont susceptibles de nous offrir des personnages censément français, mais qui souffrent étrangement d'une perspective fausse. Le langage même de ces personnages supposés français, transcrit en un allemand gauche et synthétique, sent l'artifice. Peut-être une préoccupation trop intense, la volonté trop tendue de charger idéologiquement ces figures, ont-elles dénaturé les idées de ces auteurs, du reste sincères et qui savent rendre leurs autres personnages fort vivants et beaux.

Du reste, les meilleurs des écrivains allemands reconnaissent avec bonne grâce ce qu'ils doivent à la littérature française. Elisa-

beth Langgässer, morte trop tôt, en 1950, évoque avec émotion ce qu'elle doit à Claudel, entre autres. Alfred Andersch indique la révélation qu'étaient pour lui les poètes symbolistes français. Tous les poètes affirment et prouvent leur attachement à la culture, à la tradition françaises. Même dans le domaine de la philosophie, l'influence française se fait sentir de façon nette. Ceci ressort d'un bilan tiré par un philosophe allemand, Helmut Kuhn, et dans lequel il constate ce qui suit:

"Si nous considérons la prudente prise de contact de la philosophie allemande avec les philosophies anglaise et américaine, il est frappant de voir combien plus intimes sont les relations intellectuelles franco-allemandes. On se rencontra et s'entendit dans un processus d'échange sur la base de la pensée de la phénoménologie, de la philosophie de l'existence et du Thomisme. C'est avec étonnement que les lecteurs allemands de Sartre, Camus et Merleau-Ponty ont découvert jusqu'où l'on peut développer les concepts nés dans leur propre cercle. Enfin, le contact avec l'esprit de Simone Weil a suscité en Allemagne aussi une profonde émotion dont on ne saurait encore estimer toute la portée . . ."

En-dehors de l'influence française reconnue, il y a encore, chez bien des Allemands d'aujourd'hui, un reflet peut-être inconscient de lectures tant françaises qu'américaines. La technique de certains romanciers allemands se ressent fortement de celle de Sartre qui, à son tour, doit beaucoup à John Dos Passos. Après Kafka —que la nouvelle génération allemande a découvert seulement depuis 1945— ce sont Saint Exupéry et Bernanos, aussi curieux que cette juxtaposition puisse paraître,—qui ont laissé l'empreinte la plus profonde sur la jeune prose allemande.

Du côté français, l'expression de l'intérêt pour les choses allemandes est multiple. Tantôt, comme chez Jean Cassou, c'est la discussion des qualités et des défauts de la poésie allemande, de Rilke avant tout. Tantôt, comme c'est le cas des surréalistes, le souvenir des poètes romantiques allemands flotte dans l'air. Brentano, Arnim, Hoelderlin ont puissamment affecté certains poètes français. Enfin, les portraits d'Allemands fourmillent, tant sur scène que dans les romans de l'après-guerre. Curieuse-

ment, ce ne sont pas toujours les héros du roman qui sont doués des qualités les plus significatives. Souvent, un épisode secondaire renferme un message humain que les dissertations les plus graves ne sont guère susceptibles de fournir. Dans le roman si beau, quoiqu'écrit avec une certaine nonchalance stylistique, de Romain Gary, *Les Racines du Ciel*, un souvenir de captivité du protagoniste principal, Morel, est rapporté. C'est "l'affaire des hannetons." Morel, prisonnier, portant des sacs de ciment, s'arrête pour aider ces pauvres coléoptères à se remettre sur les pattes. Plus tard, nous assistons à ce dialogue entre Morel et un autre prisonnier, affalé sur son grabat: "—Tu vis toujours?"—"Oui, ne m'interromps pas. Je me donne un concert, répond le pianiste. "Qu'est-ce que tu joues?"—"Jean Sébastien Bach."—"Tu es fou? Un Boche?"—"Justement. C'est pour ça. Pour rétablir l'équilibre. On ne peut pas laisser l'Allemagne éternellement sur le dos. Il faut l'aider à se retourner. . ."

Ainsi, l'intérêt immédiatement humain, le sens de solidarité avec ce frère si différent du Français et souvent si irritant dans sa différence, un tel sens l'emporte sur les jugements de mauvaise humeur inspirés trop souvent par de mesquines considérations subjectives. Naturellement, cette remarque ne s'applique nullement aux expériences amères des guerres et des persécutions, trop réelles et trop fraîches dans toutes les mémoires.

Dans ce contexte, il n'est pas sans intérêt de comparer l'évolution des sentiments français, en général, envers l'Allemagne, avec ceux manifestés par les autres peuples ayant souffert du fait de la deuxième guerre mondiale, Hollandais, Danois, Norvégiens, et plus particulièrement les Anglais. Encore en 1954, un connaisseur des mentalités française et allemande, le comte d'Harcourt, auteur de nombreux livres sur la culture allemande et l'Allemagne historique et littéraire, nous rapportait que certains Allemands "notent quelquefois, en s'en étonnant, une âpreté à l'égard de leur pays, beaucoup plus grande chez le Français que chez l'Anglais, par exemple." Et Robert d'Harcourt continue ainsi: "Il y a de la candeur dans cet étonnement. Les Anglais ont beaucoup souffert de la guerre, c'est vrai, mais ils ne l'ont pas connue chez eux. Ils n'ont connu ni l'invasion,

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ni la Gestapo, ni les camps de concentration. Il n'y a aucune comparaison entre leur expérience de la guerre et la nôtre."

C'est précisément en tenant compte des facteurs soulignés par cet auteur qu'il convient d'enregistrer le changement survenu au cours des six dernières années. Aujourd'hui, ce sont les Anglais, en général, qui se montrent bien plus sévères et intransigeants devant l'Allemagne nouvelle que les Français. Ce phénomène est amplement illustré par les circonstances qui ont accompagné la visite du président de la République Fédérale allemande, M. Heuss, à Londres. Vous vous souvenez des comptes-rendus des journaux américains sur les nombreux incidents lors de cette visite. M. d'Harcourt lui-même nous en donne d'ailleurs une description lucide dans la *Revue de Paris*. Envoyé spécial à Londres, il a pu constater sur place les actes inimicaux, et il a tracé pour ses lecteurs les raisons profondes d'un revirement aussi suprenant.

Qu'est-ce que les Français estiment donc dans l'Allemand? Quelles sont les qualités allemandes qui font aimer en France ce pays si différent? Quelle optique emploient les Français qui se penchent sur l'Allemagne? En Allemagne, le Français trouve la substance, et en même temps le rêve,—deux éléments en apparence contradictoires, mais qui se complètent de la façon la plus heureuse aux yeux d'un Français. Le réalisme allemand, le sens pratique, bien des Français l'admirent. Oh, ce réalisme même ne va pas toujours sans un grain de romantisme, donc nous revoilà en plein préjugé,—si vous voulez. Car il subsiste chez nombre de Français une dose d'exotisme qui leur fait apparaître comme un pays curieux, pittoresque cette Allemagne pleine de coutumes vétustes et admirables et ses habitants, si empressés, si solennels aussi.

De l'autre côté de la médaille, qu'est-ce donc en France qui attire les Allemands? Tout d'abord, il y règne un air d'élégance qui manque souvent aux Allemands. Un je ne sais quoi de gracieux, de frivole même parfois, d'étourdi et de gai qui contraste avec une certaine gravité allemande. C'est sûrement aussi pour une bonne part Paris et ses monuments, sa légèreté, son charme,—mais ce doit être plus encore: la clarté française ne semble pas un vain mot aux

yeux des Allemands, si empêtrés encore dans le biscornu d'une pensée, elle aussi riche et profonde.

J'étais parti d'une prémisse encore disputée, celle d'une entente franco-allemande en constante croissance. J'avais osé parler de "lune de miel," alors que, pour bien des observateurs, les hauts et bas de la politique européenne font penser plutôt à un "shotgun wedding." Les experts économiques, considérant avant tout les avantages et inconvénients des accords financiers, industriels et commerciaux, pensent à un mariage de raison. Ne voulant point trancher cette question, du moins pas autrement que par le développement que j'ai suivi ici, je me permettrai de conclure par une citation qui me semble résumer assez bien l'état des choses actuel. Citation cueillie dans un livre de Robert d'Harcourt, intitulé *L'Allemagne est-elle inquiétante?* Un témoin allemand y dit: "Tous deux, le Français et l'Allemand, sont en face l'un de l'autre comme deux enfants entêtés et boudeurs que de riches parents adoptifs pressent de prononcer le 'oui' des fiançailles."

Je ne disputerai pas la justesse de cette comparaison, du point de vue politique, bien qu'elle semble contredire ma thèse de "lune de miel." Mais il est devenu apparent à tous ceux qui étudient les rapports quotidiens entre l'Allemagne et la France, que ce tableau de fiançailles forcées n'est pas le dernier de la pièce qui se joue, sur le théâtre européen. Pour ma part, j'y ajouterai que, aussitôt seuls, quand seront parties les grandes personnes qui les avaient trop longtemps rabroués de leur longue bouderie, les deux enfants, l'Allemagne et la France, se tendront la main. Ils n'ont sans doute pas renoncé à toute prudence, à toute réserve l'un à l'égard de l'autre. Mais ils semblent bien décidés à vivre côte à côte en paix, travaillant ensemble, s'entraïdant, se comprenant. Les vieilles blessures ont tout l'air d'être non seulement cicatrisées, mais complètement guéries. Ce qui compte maintenant, c'est que la confiance mutuelle s'enracine. Des frictions entre voisins, il y en a toujours eu depuis que le monde existe. Mais ces deux enfants grandiront et sauront se comporter eux aussi comme de grandes personnes, vivant en paix.

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Assiduity and Achievement

THIS short article is essentially the presentation of some statistics which the author was able to gather during his first year as supervisor of language instruction in French at Harvard (1952/53) and during his first year in a similar position at the University of Michigan (1957/58). It is hoped that it will make some contribution to two problems that are of obvious importance and concern to language teachers: 1) the relation of student effort to achievement and 2) the contribution of the language laboratory to student achievement.

The first semester French course at the University of Michigan (French I) met four times per week. In addition the students were also advised to listen to the language laboratory program which consisted of the presentation of the basic dialogues found in the textbook (Harris and Lévêque, *Basic Conversational French*) and taped exercises similar (but not identical) to those found in the text. Hours of attendance in the laboratory varied considerably from student to student and it is precisely between hours spent in the laboratory and success achieved in the course that correlation will be established in this article. Since every student using the laboratory was required to punch a time-clock it was easy to get accurate information on the amount of time spent in the laboratory by each student.

The first semester course in French at Harvard (French A or B) was in 1952/53 (the situation has changed since) a three hour course not accompanied by any laboratory work. In other words, all of the student's homework was truly done "at home." Information on the average amount of time spent on homework per week was obtained through a questionnaire in which the student filled in the grade he obtained in French A or B and his own estimate as to the time he had spent weekly on the course. It was pointed out to the students that this information was needed for research purposes and that absolute anonymity was assured. There is, of course, no doubt that the figures

concerning time spent on homework by Harvard students do not have the same accuracy as the data provided by the Michigan time-clock. Neither is there any reason to doubt the good will of the Harvard students.

Since most of the comparisons made in this article will be in terms of percentages, I should also point out that the number of students involved in the Michigan group was 396 and that the Harvard group comprised 250. Distribution of letter grades among the Harvard and Michigan students was not completely identical: there were more A and B students at Harvard (Harvard 30%-35%—Michigan 14%-30%), and more D and E students at Michigan (Harvard 10%-5%) (Michigan 15%-6%). Of course, we intend only to compare correlation between effort (measured either by laboratory attendance or amount of time spent on homework) within each group. Obviously no comparison whatsoever can be made or implied as to the absolute differences in achievement of Harvard vs. Michigan students.

The following table shows the average amount of time spent in the laboratory per semester by Michigan students grouped according to the grade achieved in French 1. Compared with it is the average amount of time spent on homework per week by the Harvard students.

Michigan	Hours in lab. per semester	Harvard	Hours of homework per week
A student	22.6	A student	4.9
B student	20.5	B student	5.1
C student	20.1	C student	7.6
D student	19.6	D student	6.6
E student	18.0	E student	7.0

The amount of time spent in the laboratory correlates quite neatly with the achievement of the student. As far as homework and achievement is concerned, there is no correlation at all. As a matter of fact the A students claim that they spent the least time on their homework and interestingly enough, the C students were

evidently those who—as a group at least—had to do the largest amount of work.

The ranking of the students at Michigan was, of course, to some extent influenced by their achievement of aural/oral skills, while at Harvard comparatively little attention was paid to auditory comprehension and oral production, since—in the absence of a laboratory—it was felt that it would not be fair to emphasize such skills on the mid-year or final examination. However, further investigation revealed that the correlation which existed in the Michigan group between laboratory attendance and achievement and success was not only due to the inclusion of aural comprehension and oral production in the evaluation of the student. The following table shows the average laboratory attendance of students who received A, B, or C and D and E (grouped together to enlarge the sample) as the objective auditory comprehension and grammar examinations given as part of the final examination. (The auditory examination was a test providing multiple choice answers to French questions; the grammar examination required correct completion of French sentences.)

<i>Auditory comprehension test</i>		<i>Grammar test</i>	
	<i>Av. lab. attendance</i>		<i>Av. lab. attendance</i>
A students	22.4 hours	A students	25 hours
B students	20.3 hours	B students	23.6 hours
C students	21.8 hours	C students	20.1 hours
D/E students	19.4 hours	D/E students	16.3 hours

The figures clearly indicate that achievement on the grammar test correlated even more sharply with lab attendance than the results on the auditory comprehension examination.

The following tabulation presents the same information in somewhat different form. It shows the average scores achieved on the auditory comprehension and grammar test by students grouped according to frequency of laboratory attendance:

Hours of lab. attendance per semester	0-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60
Av. Aud. Comp-Score	15.7/13.4/14.5/13.4/12.6/13.9/16.2/15.9/15.3/14.4/19.7/19.5
Av. Grammar Score	26.4/29.6/27.8/30.7/32.5/31.9/35.6/37.4/38.5/36.5/39.7/38.5

It indicates rather clearly that there is a fairly good, but by no means perfect, correlation between achievement and attendance. Still the students who attend the laboratory more frequently seem to do better as a group, though it is of interest to note that the lowest comprehension score is actually achieved by a group that visits the laboratory fairly frequently (21-25 hours), while in the grammar the expected low is found in the least assiduous group. In other words, there seems to be a good indication that aptitude factors have greater influence in achievement in auditory comprehension than in grammar.

Of course, we have no comparable test scores to indicate achievement in various skills on the part of the Harvard students; but we can compare the Harvard and Michigan groups in terms of the correlations between laboratory attendance and grades and hours of homework and grades (in computing the following Tables, 4 points were assigned to an A, 3 to a B, 2 to a C, 1 to a D, 0 to an E).

<i>Harvard students</i>		<i>Michigan students</i>	
<i>Hours of homework per week</i>	<i>Grade point average in French</i>	<i>Hours of attendance lab/semester</i>	<i>Grade point average in French</i>
1	2.1	0-5	2.1
2	2.5	6-10	1.9
3	2.4	11-15	2.3
4	3.3	16-20	2.6
5	3.1	21-25	2.3
6	2.8	26-30	2.5
7	2.6	31-35	2.5
8	2.3	36-40	2.4
9	2.0	41-45	2.4
10	1.9	46-50	2.6
11	1.7	51-56	3.0
12 or more	1.3	56 or more	2.7

The curves indicating the relationship between input of time and achievement in the two groups shows interesting similarities and differences. Both start relatively low—perhaps not as low as one might expect—an average achievement slightly above C for the group of students spending a minimum time on homework or laboratory work. Both curves reach peaks with the fourth group. The best combination for success is evidently aptitude and a normal amount of assiduity. But then the behavior of the curves differ; the Harvard curve goes steadily down. Beyond four hours of home-

work there is a straight reverse correlation between achievement and time input. The more time the students have to put in on their homework, the less they achieve. The Michigan relation between laboratory work and achievement behaves quite differently. After some downs and ups it reaches its peak with the small group of students spending a large amount of time in the laboratory. Evidently assiduity in laboratory attendance can offset the aptitude factors and will pay off—assiduity in “doing homework” does not seem to have any such effects.

The different effects of homework and laboratory attendance are perhaps best illustrated by the comparison of attendance and homework records of the A students and the “failing” (D/E) group. The table below shows how A students and D/E students are distributed according to the amount of their homework or laboratory attendance.

Harvard University			University of Michigan		
Hours of home- work	A students	D/E students	Semester hrs. in laboratory	A students	D/E students
1	—	7%	0-5	4%	10%
2	8%	—	6-10	8%	18%
3	9%	9%	11-15	16%	13%
4	15%	—	16-20	14%	17%
5	19%	9%	21-25	12%	12%
6	25%	15%	26-30	17%	12%
7	12%	15%	31-35	23%	12%
8	4%	9%	36-40	6%	6%
9	—	15%	41-45	4%	—
10	—	5%	46-50	4%	—
11	—	9%	51-55	3%	—
12	—	5%	56-60	—	—

Both the Harvard and the Michigan Tables make it fairly clear that the typical A student is

the high aptitude student rather than the hard worker. A comparison of the Harvard and Michigan Tables also indicates that typically Harvard students failed in spite of considerable effort, while the Michigan failure is rather associated with insufficient laboratory attendance and lack of assiduity. This difference between the Michigan and Harvard situation may be largely a reflection of the different types of student population in the two institutions; but it is within the extremely hard working groups that we find the striking and significant difference between the Harvard and Michigan situation. At Harvard not a single one of the “hard workers” (more than 8 hours of homework per week) worked his way into the A group—but quite a few hard workers evidently failed in spite of their effort. Among the Michigan students the situation is exactly the reverse. Very frequent laboratory attendance evidently enabled some students (perhaps students with lesser aptitude) to achieve an A in the course; and not a single one of those who spent a large amount of time in the laboratory ended up in the D/E group. Just as in any other subject, the individual student achievement in foreign language is determined by his aptitude and his willingness to work. We teachers have no control over our students’ aptitudes—but we can make sure that their efforts are not wasted. One of the most important functions of the language laboratory seems to be that it can give to the individual student the opportunity to make his effort count. The providing of adequate laboratory facilities and laboratory programs is evidently a pedagogical necessity as well as a moral obligation.

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* * *

One of the first biographies of George Washington was written by Julian Ursyn Niemcewicz (1757-1841), Polish scholar, poet and statesman, who lived in the United States from 1797 to 1807. He was a guest of Washington at Mount Vernon and became a friend of Thomas Jefferson with whom he conducted an extensive correspondence some of which is in the manuscript division of the U. S. Library of Congress. Niemcewicz's writings on his experiences in America and his observations on American life during the period of his visit have recently been issued in book form under the auspices of the Institute for Literary Research of the Polish Academy of Sciences. The Niemcewicz manuscripts were gathered and annotated by Antonina Wellman-Zalewska.

* * *

The Singer and Foreign Languages

THE eminently praiseworthy tradition of presenting opera and song literature in the original tongue is an almost uniquely American phenomenon. Abroad there is much less compulsion to sing in any but the native language. To encounter performances of *I Maestri Cantori*, *l'Or du Rhin*, or *Kleine Frau Schmetterling*, as well as virtually any song translations, is commonplace. By contrast, in this country, it was for many years almost a point of honor to adhere to the original text, and today there is an increasing tendency to favor recitals featuring songs in less familiar idioms—Portuguese, Norwegian, Russian, or Hebrew. That this tradition presumably found its origin a century ago in an inferiority complex is of little moment. Ironically this sentiment made for admirable artistic integrity, and generations of American singers have accepted multilingual assignments and excelled therein.

Notwithstanding more frequent performances of opera in English and occasional efforts to present great song literature in translation, the American singer is more than ever confronted by the need of foreign languages. Increasing numbers of young artists are finding here and abroad opportunities of an infinitely more varied and challenging type and their preparation as polyglot performers has become a matter of considerable concern. Many influences have contributed to this. Over a quarter of a century of opera and concert broadcasts, vastly improved recordings, radio and television have produced far more sophisticated audiences than assembled to hear Schumann-Heink and Galli-Curci. At the same time the growing importance of the text itself, whether manifested in more significant and subtle lyrics or in increased emphasis on recitative, characterizes modern music. As the need for more and better language instruction has ultimately become apparent to educators, so has its importance grown for the singer. His own profession is making more exacting demands on him in this area and he is aware that his career will unfold the more

smoothly as he is able to encompass music and culture of another people. It is naturally not indispensable that he converse impeccably in several tongues, but when study and business interests are involved the wisdom of adequate preparation in the principal European tongues is beyond discussion. Surely a Fulbright Fellowship is better exploited when the recipient can converse easily in the language of his teachers; and what, indeed, of the tyro who is suddenly confronted—as many are—with the necessity of relearning his role in a second or third language. Fortunately, the singer today finds opportunities for language study more readily available than did his predecessor; methods are improved and various attractive aids are at his disposal. His problem, however, remains a specific one.

The Italian saying “traduttori—traditori” remains incontestable, particularly when a text of literary merit is concerned. There is in a good song a wedding of words and music which has been achieved only through labor and talent, if not inspiration. No matter how felicitous a translation, something is inevitably lost in flavor, color and accent. On the broader canvas of the opera the loss is usually mitigated by the more leisurely unfolding of the story, as well as by the theatrical and visual aspects of the production. With the art song such is manifestly not the case. In translation it becomes the equivalent of a painting reproduced in black and white. The real impact of the work is lost by the intrusion of a foreign element. Even with an interpreter of the highest calibre, there is something a little tasteless and incongruous in hearing the *Winterreise* in English, or Debussy in any language but French, and for that matter most Italian songs sound a little absurd in anything but Italian.

The insistence on the original tongue, however, places an enormous responsibility on the singer. Laudable as this tradition is, it must be admitted that it has been honored more in the breach than in the observance. Vocal lessons

have come to imply in the popular mind some few pieces of repertory in Italian, French or German; and rare is the teacher who, with the excuse that "Italian is so singable" or "opens the voice," that French "puts the voice in the masque" or "German works the consonants" will not blithely embark the young student upon "*Caro Mio Ben*" or *Ouvre Tes Yeux Bleus*. No great harm has been done, perhaps something has been learned and the pupil's vanity indulged. The practice, however, a pernicious one which usually leads to a casual, approximate sort of diction based upon crude phonetics and a fundamental lack of comprehension of the text, produces results not unlike *Mairzy Doats* to the educated ear. For the singer of truly serious aspirations the question of diction is a complex one. At this level language proficiency is nearly as important as vocal. It is no longer a question of an agreeable voice and presence. One is concerned rather with the re-creation of a work of art, and therein lies a formidable challenge.

What constructive measures may be suggested to the young singer who aspires to sing convincingly in a foreign tongue? Fundamentally and inescapably a basic knowledge of the grammar of the language—and sooner or later of the three important musical languages, French, Italian and German—is essential. While grammatical authority is obviously not the goal, a good, elementary knowledge of the structure and characteristics of the language, its verb system, declensional peculiarities, as well as a minimum everyday vocabulary is indispensable. Such a foundation provides a comforting insurance factor against the inevitable demands on this particular language skill. Without it all future efforts are wasteful to an extreme. One thumbs a dictionary constantly, yet without sufficient orientation to use it intelligently. Expensive coaching time is squandered on instruction that should have been acquired in high school.

When confronted with a new song or role the singer should prepare a careful translation. At this point it is well to recall the Latin injunction "*festina lente*" or "make haste slowly." The temptation to stumble through lyric and music together to "get the idea or feel" is an all too human, yet fatal approach. Misconceptions oc-

cur and errors in pronunciation and diction arise that are oftentimes almost ineradicable. The shortest and surest preparation lies in a thoughtful and correct review of the text, then of the music, and finally a careful joining of the two. The singer is then virtually certain to be secure in the number for the rest of his life. In view of the textual difficulties, poetical vocabulary, and stylistic oddities which are frequently encountered and are sometimes of such a nature as to baffle advanced students of the language, the following suggestions are made. The so-called translation should in actuality be a careful "explication de texte." This procedure, as many will recall, involves a meticulously accurate translation so that there remains no question as to the significance of each word. The text or lyric is then clearly identified as to its background its spirit and purport and the type and level of diction employed. Any allusions—historical, local or otherwise are fully clarified as, indeed, any other aspect of the piece which will enlighten and orient the singer. To illustrate: What must be said to the student who essays Debussy, Duparc, Fauré or Hahn? Must not some mention be made of Verlaine, Baudelaire, or Leconte de Lisle, of Impressionism, of Renoir, Manet and Monet, of the reaction against poetry and music of the preceding era? By contrast, how utterly different the orientation needed before undertaking Offenbach or Gluck. Does one approach *Tu N'Es Pas Beau, Tu N'Es pas Riche* in the same spirit as, for example, *Divinités du Styx*? Wherein does the style of performance differ? Examples may be picked at random from every type of song literature. With the many 17th and 18th century Italian songs which so often represent the cornerstone of a repertory, how many singers are truly cognizant of the interpretations of the seemingly conventional vocabulary? Or consider Respighi's *Invito alla Danza* with its charming play on words, the sense of which is all but lost without a thoughtful translation. What students would care to indicate briefly the significance of Strauss' *Allerseelen* or Brahms' *Von ewiger Liebe*? What of the often heard Poulenc and Sauguet settings of poems of Max Jacob or Guillaume Apollinaire which require something more than a knowledge of junior high school French? Yet without this

fundamental grasp of his medium the singer can never achieve an authoritative interpretation, and may well completely misinterpret the intent of composer and lyricist.

In the realm of opera this step is more important. One cannot gainsay that, on occasion, there have been supremely ignorant but exciting artists who have vocalized their way through many an opera with no serious complaints from most of the audience; but for the average, gifted singer today a plausible and meaningful performance will entail immense marginal areas of study—explication de texte on a grandiose scale. What Marschallin or Baron Ochs can do without fairly extensive instruction in the history and manners of 18th century Vienna, to say nothing of rather heroic efforts at the language itself? What of the formidable difficulties of a *Pelléas* or a *Boris Godounov* or *Othello* merely for comprehension of the libretto.

Next in order of preparation is a complete memorization of the text in question. Unless the lyric or role can be effectively recited *without* musical assistance, how can a convincing rendition be made? Or conversely, when a singer is in perfect command of the text, how authoritative and thrilling a performance can result! The hallmark of all great vocal presentations has been an intimate comprehension of the text and an ability to project it with the artistry of an accomplished actor. Singers from Caruso to Eileen Farrell have born witness to this basic truth.

As the following step, the text should be re-worked with strict adherence to the musical pattern, namely, the time, stress and accent which the composer has indicated. This, it should be emphasized, is not a simple recitation of the text, but a recitation within the confines of tempo, beat and musical directives of the composer in order to make the many adjustments between the spoken word and the sung word. With the foreign lyric firmly in mind this third step, essentially one of adaptation, is easily encompassed. When finally the purely vocal line is added, the song is well on its way to the concert platform or theater.

What of the exceedingly important question of diction? Even assuming that the singer has a sound grasp of the phonetics of a foreign lan-

guage, it will be recognized that a vast distance still lies between classroom usage and that demanded in performance. While much assistance can be gained from the language and singing teachers and from records, in the last analysis, the help of a bona fide specialist must be sought. In this connection, however, a particular caveat must be issued against "the native" and the "language teacher" who, no matter how adept they may be in the conversational and grammatical aspects of the language are invariably untutored in theater diction and specifically in its adaptation to the singer's use. Clarity, elegance and projection are at a premium in this area of linguistic endeavor, and the multitude of subtle adjustments which are necessary in order to preserve a fresh, unhampered vocal line and the same time maintain a purity of diction such that word values are conveyed to the farthest reaches of the auditorium is a problem for the specialist. Consider, for example, the competence of the educated but musically untutored American or Englishman who presumed to coach a foreigner in his English with a view to singing the *Messiah*, or the case of the highly competent foreign maestro who might essay to prepare a pupil to sing an excerpt from *Porgy and Bess*. What temerity with what dire results! Mere conversational proficiency is neither sufficient nor appropriate in either case. On the other hand, established coaches are usually very proficient in this aspect of the singer's preparation. Most of them are well acquainted with the three major repertoires and have dealt daily with the problem of wedding good vocal technique to a professional level of diction in French, Italian and German. It is in their accomplished hands that the ultimate polishing must be performed.

Similarly a word of caution might be directed to the singer himself. Those who are not thoroughly competent in a foreign tongue are better advised to eschew songs wherein subtleties of text, elusive nuances or verbal pyrotechnics are of paramount importance. How many incomprehensible presentations are made of Strauss' *Staendchen*, of Foudrain's *Carnaval*, of or any number of fast, patter songs. Intriguing as these are, it must be remembered that their effectiveness is dependent upon the most skillful and knowledgeable performance. As long as

any linguistic reservations remain in the mind of singer or coach, leave them to the experienced professional.

Finally, as a marginal consideration to the discussion, some mention should be made of the inestimable benefit that language study has upon the singer's craft and upon the use of his native tongue. Diction habits of the average vocal student are unsophisticated and slovenly, and even in the case of the exceptional ones, there is little objectivity or understanding in the approach to problems of phonetics and diction. Both the Romance languages and German make infinitely greater demands upon muscular mobility and agility than does English. Pure, undiphthonged vowels, more incisive consonants and a much wider variety of inflection are their distinguishing characteristics. The

oral and vocal flexibility involved in mastering foreign sounds provides admirable gymnastics for tongue, lip and facial muscles, and in the case of French, for resonance. The perceptive student will note an increasing appreciation of sound, color, vocal projection and a new awareness of word values which inevitably carry over to his use of English. Singers are perhaps the best—certainly the most audible—customers of the language departments, enthusiastic when they have had the invaluable training that is available to them, and sadly short-changed in their professional careers when they have not.

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The 1960 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES will be held in the Ambassador Hotel at Atlantic City, N. J. on April 8 & 9, 1960.

The topic of the conference will be CULTURE IN LANGUAGE LEARNING, the term "culture" being used in its anthropological sense. The three main panels dealing with the teaching of culture will be:

TEACHING OF WESTERN EUROPEAN CULTURES
TEACHING OF CLASSICAL CULTURES
TEACHING OF SLAVIC CULTURES

Information and enrollment blanks may be obtained from the 1960 Northeast Conference Chairman, Prof. Remigio U. Pane, Rutgers University, New Brunswick, New Jersey.

* * *

The Foreign Language Requirement

THE language teacher, and perhaps more often, the counselor, is asked from time to time to explain why all students are required to complete a one or two year foreign language sequence. In order to answer this question adequately, it would seem that we must be prepared to relate the specific requirement to the pedagogical objectives of the general liberal arts program. The fact that the college language course is normally one segment of such a distribution would indicate that it should correspond to the educational philosophy on which such programs are founded.

The establishment of certain prescribed disciplines in the first two years proposes to acquaint the student with the major categories of intellectual activity. These courses attempt to awaken new conceptual horizons and increase the range, scope, and depth of old ones. The program of required courses thus must distinguish the intellectual perspectives of its component parts, yet never obscure the points of contact between them: a delicate balance between differentiation and integration is the core of the well orchestrated liberal arts program. The standard of measurement which determines candidacy for inclusion into the ranks of prescribed studies is the manner in which a discipline can make a valid contribution to the student's intellectual growth—his education. What, therefore, does the study of a foreign language bring to the student's development?

Language is a system of communication; its function is to express something. Mastery of a new language, therefore, represents an instrumental value—in the words of Professor Shattuck, "... language can rarely be taught as an end in itself, as its own reward."¹ It appears logical to presuppose with Shattuck that the purely skill-oriented required course in the university belies a grave confusion of purpose with training. That another language may be a handy tool for the future business or engineering major cannot be entirely denied. But the "if you go overseas" defense, together with its

companion "the European schools do it" form of apology, both appeals to a "practical value," are shaky premises on which to predicate an intellectual requirement. To justify a prescribed course on the grounds of a supposed or possible utility to the student, is to invite the adoption of carpentry, plumbing, and practical electronics of the home as pre-requisite to graduation. If the language course is to be meaningful to the student, it must be stated in terms of intellectual and humanistic values.

It is to remind us of the relationship of ends to means that Professor Shattuck has eloquently argued for the study of literature in the second year, a suggestion which the present author wholeheartedly supports. This proposal, however, gives rise to other questions pertinent to the overall language distribution. One is forced to ask whether the literature centered second year does not imply that the concern of the first two semesters is largely to prepare the student for a reading course. If the ultimate goal is literature, it would appear logical to assume that the customary materials now associated with the oral-aural approach are sadly in need of revision. Serious consideration of Shattuck's plan raises the question as to whether the oral-aural pattern drill manner of language teaching, oriented as it so often is toward a "conversational level," is particularly effective in the development of a reading skill. The purpose here is not to stimulate the oral-traditional controversy, but rather to focus attention on some of the possible exigencies pertaining to the pedagogical implications of a second year in language largely given over to the study of literature. Shattuck would begin the introduction to literary texts within six weeks of the first year.² Professor Nelson, while in agreement with Shattuck's general desiderata, has correctly pointed out the immediate objections to "language through

¹ Roger Shattuck, "The Role of Literature in Foreign Language Instruction," *The French Review*, XXXI (April 1958), 421.

² *Ibid.*, 424.

literature."³ Language and literature are inseparable quantities. But if the latter is to be grasped and appreciated in all its fullness, the student's linguistic preparation must be equal to the task lest the efforts of the literature instructor become hopelessly encumbered.

That a second year devoted to literature would articulate the educational values which we demand of required courses is a self-evident truth. Professor Shattuck's argument that the future of the foreign language area rests ultimately on the imparting of "a mode of experience which can be gathered in no other way and which, once attained, is never forgotten,"⁴ is essentially the core of his thought. However, a second year with some emphasis on literature does not, as such, necessarily satisfy the criteria for classification as a required course. The hostile critic would argue that the average student usually reads works of literature in several of his distribution courses. The exposure to literature for literature's sake thus could be looked upon as being an example of academic duplication. But the approach to another civilization through its literature establishes a unique point of departure because here—and perhaps here alone—can the student detach himself for a brief moment from the values and ideals of his own milieu. This *Anderswertigkeit*—the turning away from one's own cultural and environmental center, from its commentators, historians, critics, and writers toward the aesthetic and ethical norm of another nation—cannot but stimulate a healthy tendency to compare and, we hope, sympathetically. It is in the impulse to measure quantities and qualities that the ultimate humanistic value of foreign literature study as a required course resides. The comparative act at once reveals likenesses and precise differences; it is the priceless mechanism which regulates the development of our sense of proportion and perspective. Where else in the university experience can the student become acquainted with a world vision examined from "within" except in the language course of which Shattuck speaks?

The discerning reader will doubtless notice from the above comments that it suggests fields of attention which Shattuck clearly would reject—namely the broadening of the language range to include culture or civilization.⁵ I can-

not agree with Shattuck and this is my only point of dissent, that the final objective of the student's endeavor should be limited to literature. If the mode of experience is to be truly unique we must think of the language course as a language area, i.e., a system of values which is communicated in many ways, literature being, of course, the major form of expression. In consonance with the approach from "within," the student must have the opportunity to read and discuss with his instructor the writings of another civilization's outstanding historians, critics, philosophers, moralists, etc. together with those of its principal literary figures. The introduction to a foreign literary-cultural tradition examined in a plurality of perspectives would seem to provide the point of differentiation which adequately distinguishes the specific language "humanity" from the other general "humanities" distribution requirements.

In order to achieve any effective implementation of the foreign language course as here described, it is at once apparent that we are confronted with a double dilemma of time and preparation. One year of relatively advanced reading and discussion together with a maintenance of the language skills is simply not enough time to develop the desirable insights and attitudes principally because the average student's linguistic preparation for a more sophisticated approach is somewhat limited. Provided that the rapidly expanding FLES programs continue to multiply, we may some day be enabled to convert the required language course into a two year sequence based entirely on literature and culture. At present, there are certain difficulties to the universal presentation of language units as prerequisite to admission in the university, since the incidence of high school graduates who have never had prior language training is still significant. Of the 840 colleges and universities granting the BA degree, tabulated by the MLA in 1957, only 28.3% required a foreign language for entrance.⁶ As institutions of higher learning be-

³ Robert J. Nelson, "The Role of Literature in Foreign Language Instruction," *The French Review*, XXXII (April 1959), 456-460.

⁴ Shattuck, 421.

⁵ Shattuck, 424.

⁶ See *PMLA*, LXXII, No. 4, Part 2 (Sept. 1957), 33. Only 23.1% of 568 institutions granting the B.S. degree

come more populated the criteria for admission must inevitably become more selective and the foreign language pre-requisite may again become general. Until that time, however, we must begin to elaborate a program of study which can realize the educational objectives of the required foreign language.

The creation of a two year literature-civilization sequence entails some readily foreseeable problems. It would mean that a certain percentage of incoming freshmen who have had no language background would be forced to take three years of work since the first year would necessarily be dedicated to the acquisition of the skill. The problem is to devise a program which is adjustable to the student's other requirements. Accordingly, I submit the following arrangement.

Plan I: Student with no prior language experience.

Freshman Year: Intensive language training. Four class room hours per week plus four hours spent in supervised laboratory work.⁷ This, of course, implies a considerable reduction of "home work." Four credits per semester.

Sophomore year: Literature of the language: two semesters, three hours, three credits.

Junior Year: Civilization: two semesters, two hours, two credits. Or, one semester, four hours, four credits.

Plan II-A: Student with a partial development of language skills, equivalent to the first semester of present second year work.

One semester of systematic language review; three hours classroom, three hours supervised laboratory work, three hours, three credits.

Two semesters literature as described above.

Two semesters civilization as described above.

Plan II-B: Student with a partial development of language skills equivalent to the second semester of present second year work.

One semester of systematic review, two hours classroom, two hours supervised laboratory work, two credits.

Two semesters literature as described above.

Two semesters civilization as described above.

Plan III: Student with language background sufficiently developed to enable him to begin the literature course in his freshman year.

The objections that a five or six semester requirement is unreasonable can be answered in two ways. A fifth or sixth semester would come to only two or four hours respectively. With regard to the Group I individual, if his present language array is based on a two year distribution of four hour courses, his total requirement now stands at 16 hours; our plan demands two more hours of his time. But perhaps the most

cogent argument for this program lies in the examination of the fundamental assumptions concerning the just work load of any distribution course. Every other required discipline can take for granted that the student already reads his own language with a relatively high degree of proficiency. Most required courses may further presuppose that the student comes to the material with some and, at times, even extensive prior knowledge, e.g., English, History, Mathematics, Chemistry, the biological sciences, etc. The language instructor who meets his class of beginners has no such advantage; he must start "from scratch." In the case of the literature class, we must again begin with the understanding that our student has, in all probability, never had any previous exposure to a literature other than his own. Nor can we expect him to read and absorb a novel by Flaubert, Galdós, Tolstoi, etc., with the same speed and efficiency which is taken for granted in his English or Great Books course. The time allotment of a given required course is commensurate with the assumptions which can be upheld regarding the student's prior experience. If we ask for more time we must also be prepared to adjust our demands wherever possible to the exigencies of the "concentration years." The program outlined above represents a deliberate attempt to accommodate the time length of the required sequence to the progressively more demanding yearly curricula of the student.

The problems of a required language are many. The intent of this essay has not been to state them all, nor to prescribe materials, procedures, solutions for every case, but rather to state what seems to me to be the logical and humanistic objectives of required language study and to set forth a tentative solution to some of the difficulties which such a definition implies. In doing so, the foregoing should be understood as a robust approval of Professor Shattuck's fundamental proposals.

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required foreign language units for admission. See *PMLA*, LXXXIV, No. 4, Part II (Sept. 1959), 34.

⁷ For a discussion of the teacher-device relationship, see B. F. Skinner, "Teaching Machines," *Science*, October 24, 1958, pp. 969-977.

Annotated Bibliography of Modern Language Methodology for 1958

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"With the moral and financial support that the Federal Government is now extending to the hardcore areas of instruction, the study of foreign languages looks toward a bright future. Throughout the United States there is not only an increasingly widespread popular interest in this area, but serious efforts are being made professionally to raise the efficacy of language learning and teaching. All of the newest available technical media are being employed. Language instruction has been extended to the elementary grades. Colleges are raising their entrance requirements in foreign languages. Russian is being studied avidly in schools and colleges where that language was unknown a year ago. All this activity is motivated basically by the realization of the urgency of improving international cultural relations."

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I WISH to express my appreciation to Professor J. Alan Pfeffer, my chief, for his cooperation and confidence in the value of our work; to Professor J. del Toro who was always willing to assist me in my work; to Dr. J. B. O'Connell, Managing Editor of *Think*, who was most generous with his help in making available various issues of his publication; to my brother Bill for generously assuming the responsibility of the typing. Thanks are also due to the libraries of Marygrove College, of the University of Detroit, of the University of Michigan, of Wayne State University, and to the Detroit Public Library.

In a bibliography of this type, an article here and there may have escaped my attention. We apologize to any omitted author who should have been included. We found it very difficult to locate a few numbers of the less accessible periodicals.

Occasionally I have included journals which had some pertinent articles that were hard to classify. I linked them with the problems of the teaching profession. Naturally I included other bibliographies because of my faith in their usefulness as working tools for teachers.

Magazines as *Américas*, *American Oriental Society Journal*, *General Linguistics* (University of Kentucky), *Hi-Fi Tape Recording Magazine*, *Hispanic American Studies*, *Journal of the Canadian Linguistic Association*, *International Journal of American Linguistics*, *Institute of International Education News Bulletin*, *Language*, *Vie et Langage*, *Word*, and the many *Bulletins* prepared by Dr. K. Mildemberger, the section *For Members Only* prepared by Editor G. W. Stone, Jr. for PMLA; the section *The Hispanic World* conducted by Editor R. G. Mead, Jr., contain cultural, bibliographical, and informative material that will enrich any course.

AACB: Association of American Colleges Bulletin (12)
AAUPB: American Association of University Professors' Bulletin (2)

ACLSN: American Council of Learned Societies Newsletter (3)
AGR: American German Review (6)
ASBJ: American School Board Journal (2)
ASEER: American Slavic and East European Review (2)
CE: Catholic Educator (4)
CER: Catholic Educational Review (4)
CJEE: California Journal of Elementary Education (1)
CJSE: California Journal of Secondary Education (4)
CMLR: Canadian Modern Language Review (12)
CS: California Schools (1)
ChSJ: Chicago Schools Journal (1)
CSJ: Catholic School Journal (1)
CTAJ: California Teachers' Association Journal (1)
CU: College and University (2)
CW: Catholic World (1)
E: Education (3)
ESAVG: Educational Screen and Audio-Visual Guide (7)
ESJ: Elementary School Journal (1)
FR: French Review (27)
GQ: German Quarterly (17)
H: Hispania (33)
HE: Higher Education (3)
HP: High Points (8)
HSJ: High School Journal (1)
I: Italica (4)
JCJ: Junior College Journal (1)
JHE: Journal of Higher Education (6)
KFLQ: Kentucky Foreign Language Quarterly (2)
LL: Language Learning (8)
LN: Lingua (Netherlands) (3)
MDU: Monatshefte für Deutschen Unterricht (2)
MEJ: Michigan Education Journal (2)
MLJ: Modern Language Journal (75)
MLL: Modern Languages (London) (10)
MLN: Modern Language Notes (1)
MLR: Modern Language Review (1)
NAEBJ: National Association of Educational Broadcasters' Journal (1)
NASSPB: National Association of Secondary School Principals' Bulletin (8)
NEAJ: National Education Association Journal (7)
NPT: National Parent Teacher (2)
NS: Nation's Schools (2)
PJE: Peabody Journal of Education (1)
PMLA: Publications of the Modern Language Association of America (11)
RER: Review of Educational Research (1)
SchSoc: School and Society (9)
SE: Social Education (2)
SEEJ: Slavic and East European Journal (5)
SEER: Slavonic and East European Review (1)
SLOE: School Life (Office of Education) (9)
SS: Scandinavian Studies (4)
T: Think (1)
TCR: Teachers' College Record (3)
TEQ: Teacher Education Quarterly (1)
TO: Texas Outlook (3)
TT: Teaching Tools (3)
VS: Vital Speeches (1)

I. AIMS, OBJECTIVES (7). See also: 8-12; 12-24; 24-65; 79-111; 202-279; 318-332.

1. Dickinson, J. F.: "Tourist Travel Versus Contact Travel," *MLJ*, XLII (Nov. '58), 341-343. Many aims of language study are pointed out. Obviously a "contact" travel program that plans numerous relationships with residents of another country accomplishes these aims more readily. An attempt to explain this was made by using two control groups of college students based on a twelve day trip to Puerto Rico.
2. Guerra, E. L.: "A Functional Program of Spanish on the Secondary Level," *HP*, XXXX (Nov. '58), 21-29. Our writer reviews the various aims and objectives in teaching modern foreign languages, especially Spanish. On the secondary level, effective teaching of Spanish must be guided by the *hearing* and *speaking* objectives if it is to meet the needs of our modern society. Many activities that lead to the mastery of the skills essential to foreign language competency are explained.
3. Gullahorn, J. T. and Gullahorn, J. E.: "American Objectives in Study Abroad," *JHE*, XXIX (Oct. '58), 369-375. These objectives are carefully explained, and they do promote international understanding.
4. Inostroza, R.: "Enseñanza de Idiomas Extranjeros en la Escuela de Lenguas del Ejército de los Estados Unidos," *H*, XLI (May '58), 202-206. All teachers of modern foreign languages will be very much interested in this account of the teaching of languages in the United States Army Language School at Presidio de Monterey. The author explains the purpose of the school, aims, objectives, methods, audio-visual aids,

and examinations. Much more could be said but the article was written with the desire to offer a sketch of the above-mentioned items and procedure.

5. Laguardia, H.: "Yin and Yang in Modern Language Teaching," *HP*, XXXX (May '58), 19-25. Aims, objectives, methods of modern foreign language teaching are reviewed. Some reflections are given on the proposed new syllabus for Modern Languages. "Our primary objective should continue to be language to read."
6. Leive, M.: "A Plan for Learning Languages," *HP*, XXXX (Dec. '58), 46-56. In learning a language the older format may be logical, but it is also stilted and unnatural. There are other ways which take the aims of modern foreign language teaching into consideration. Dr. Kaulfers' *Modern Languages for Modern Schools* is the answer. All the skills necessary for effective communication can be learned better by the expanded version of Dr. Kaulfers' question and answer method.
7. Myron, H. B., Jr.: "Higher Education and the Future of Foreign Languages: Aims and Needs," *MLJ*, XLII (Oct. '58), 265-271. Higher education here means the pursuit of liberal learning at the college and university level. Government, business and general education determine our course and direction. Each of these is carefully examined in order to see the effect that it has upon our field. Traditional matters as objectives and aims, curriculum planning, and teaching aids are clearly stated for us.

II. ARMY METHOD, ASTP, INTENSIVE METHOD, LINGUISTIC-INFORMANT METHOD (4).

See also: 12-24; 24-65; 79-111; 111-145; 202-279; 290-293; 293-298.

8. Allen, E. D.: "How to Teach Students to Think in Spanish," *MLJ*, XLII (Mar. '58), 139-141. Our writer is primarily a high school teacher who here outlines the procedures he uses in guiding his pupils to think in Spanish. The direct method must be employed at all times.
9. Mayo, H. N.: "Putting the Conjugation in the Orbit," *MLJ*, XLII (Nov. '58), 360. A natural method of learning verbs is in the order of their use in conversation. Examples explain basic conversation patterns. Verbs and various types of pronouns are learned practically by this plan used in French and Spanish classes.
10. Meiden, W.: "The Development of Fluency in Foreign Language Courses," *MLJ*, XLII (Feb. '58), 82-86.

Our writer suggests methods by which fluency may be attained, especially in the first conversation course. These same devices may be used in a modified form in the elementary and the intermediate language courses.

11. Nelson, R. J.: "The Intermediate Grammar: Objectives and Objections," *FR*, XXXI (Jan. '58), 227-234. Our writer discusses the "direct method" well-known to language teachers at all levels. He speaks to those who see the increased use of the method more for the better than the worse—those who may have been disheartened by failures or limitations of the method at the intermediate level. Recommendations for that level are given.

III. AURAL-ORAL, CONVERSATION, PHONETICS, PRONUNCIATION (12)

See also: 8-12; 24-65; 79-111; 111-145; 202-279; 290-293; 293-298.

12. Carney, H. K.: "Beginning French with Conversation," *FR*, XXXI (Apr. '58, 6), 543-546. All teachers of French will be interested in this account of Beginning Conversational French, an elective eighth-grade subject, in the Thomas A. Edison School, Tulsa, Oklahoma.
13. Dreyfus, H. R.: "Make Modern Languages Live," *HP*, XXXX (Dec. '58), 41-45. It is vital for us to examine the weaknesses in the teaching of foreign languages. Aims, objectives and methods are reviewed. The writer explains his particular method used to teach first year French. She pleads for equal emphasis on aural and oral work.
14. Hood, M. J.: "Foreign Language Methodology in Europe and America," *MLJ*, XLII (Oct. '58), 279-283. The entire approach to school and learning in Europe is different from that in the United States. All this is carefully explained, especially as it relates to language learning and teaching. One thing Europe and the United States have in common is the aural-oral

approach, speaking and hearing preceding reading and writing.

15. Klagstad, H. L., Jr.: "The Phonemic System of Colloquial Standard Bulgarian," *SEJ*, XVI (Spring '58), 42-54. It is the purpose of this article to present the vocalic and consonantal phonemes of a Slavic colloquial standard language which in comparison with Russian, Czech, Polish or Serbo-Croatian has been little studied in this country or in western Europe.
16. "On Foreign Language Teaching," *PMLA*, LXXIII (Dec. '58, Part 2), 99. The elementary language course at all levels should concentrate at the beginning upon the learner's hearing and speaking the foreign tongue. Much oral practice is necessary. Other aims and objectives are discussed.
17. Ramos, M.: "Español with Ease," *CTAJ*, 54 (Nov. '58), 23, et seq. This classroom teacher tells about the signal success of a foreign language program in which many subjects may be taught. The method used is an aural-oral presentation in these Spanish classes.

18. Reed, J. S.: "Students Speak about Audio Learning," *ESAVG*, 37 (Apr. '58), 178-179. The use of the oral method and the audio laboratory in the study of languages at Middlebury meets with unanimous approval of the participating students. Various methods are explained. Special attention is given the three-step method used in the teaching of French.
19. Ruffner, S. J.: "Using Advertisements in Teaching a Foreign Language," *JCJ*, XXVIII (Feb. '58), 345. A helpful device in teaching the practical aspects of a foreign language is newspaper and magazine advertisements that concern any of the many articles in daily use. After a number of related articles have been given names in the foreign language, they serve as an excellent basis for informal conversation.
20. Sister M. Madonna: "The New Approach in Modern Language Teaching," *CE*, XXIX (Sept. '58), 73-83. The word "new" applies to the oral-aural approach to the study of language. This is carefully explained through the use of the language laboratory, the method used, the advantages. A demonstration given is taken from a tape based on a lesson from *First Year French* by K. L. O'Brien and M. S. La France.
21. Sister M. Thecla: "Works of Art as Subject Matter for Composition and Conversation in Foreign Language Teaching," *MLJ*, XLII (Nov. '58), 360-361. Works of art are excellent aids in foreign language classes. For a class in composition and conversation excellent suggestions are given especially for German classes.
22. Sumukti, R. H.: "Some Examples of Sudanese and Javanese Phonic Interference in Relation to Learning English," *LL*, VIII (3 and 4, '58), 37-48. This discussion of phonic interference is based on two of the hundreds of languages and dialects to be found in Indonesia, rather than on the official language. There are several factors that are involved in the interference phonema when these two languages come in contact with English. These are explained, and examples are given.
23. Valdmán, A.: "Les Bases Statistiques de l'Antériorité Vocalique du français," *FR*, XXXI (Feb. '58), 317-321. The writer explains very carefully "le Mode Tendu, le Mode Antérieur, le Mode Croissant." These are very important in teaching French pronunciation, especially if students are Anglo-Americans.

IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (43). See also: 79-111; 202-279; 318-332.

24. Andersson, T.: "Report of the Foreign Language Panel," *ACLSN*, IX (Nov. '58), 7-10. The panel has made an attempt to determine the place of foreign languages in the secondary school curriculum for the next generation. The members present a long-range program and an outline of a minimal interim program for the secondary school to meet the needs of the immediate future.
25. "Bibliography Americana Germanica, 1957," *AGR*, XXIV (Apr.-May '58), 33-40. Here is the seventeenth bibliography on German-American studies made under the auspices of the Anglo-German Literary Relations Group of the Modern Language Association of America.
26. Brinkman, A. R.: "Teaching English as a Second Language," *ASBJ*, 137 (Nov. '58), 22-24. The writer reports on Tarrytown's experience with students who have a marginal language facility (their problems, etc.), and he explains this one district's program.
27. Bronner, H. and Franzen, G.: "Scandinavian Studies in Institutions of Learning in the United States," *SS*, XXX (Nov. '58), 157-177. This survey will be of interest to those engaged in Scandinavian studies. Many interesting Tables are included in this survey.
28. Brown, P. A., et al.: "Annual Bibliography for 1957," *PMLA*, LXXIII (Apr. '58), 95-364. This Bibliography will be of great help to teachers of all languages. References on the various languages and literatures are grouped according to languages, and are listed alphabetically by language.
29. "Commentary by Presidents of Fifteen Sister Organizations" *PMLA*, LXXIII (Dec. '58, Part 2), 1-19. All teachers of all modern foreign languages will enjoy the reports given by the various presidents of Modern Language Teachers' Associations in the United States and Canada.
30. "Conference Proceedings," *LL*, Special Issue (June '58), 17-136. All teachers of languages will find much of interest and value in this Conference Report on "Linguistics and the Teaching of English as a Foreign Language."
31. Dwyer, J. G.: "How Dead is Latin?" *CW*, 187 (June '58), 201-205. The writer upholds the usefulness of Latin with cogent reasons. The status of modern foreign languages in the United States is also given.
32. Eales, J. R.: "Enrollments in Foreign Language classes," *CS*, XXIX (July '58), 398-399. This is a comparison of enrollments in foreign language classes with total enrollments, grades nine through twelve in October 1951, and October 1956 in the California high schools. Some interesting information is revealed in this study.
33. Freeman, S. A.: "Summarizing Report: Educating the Academically Talented Secondary School Pupil in Modern Languages," *I*, XXXV (Mar. '58), 73-76. This is a report made by Dr. Freeman of the National Education Association Invitational Conference on Identification and Education of the Academically Talented Pupil in the American Secondary School (6-8 Feb. '58).
34. Freeman, S. A.: "Summarizing Report: Educating the Academically Talented Secondary School Pupil in Modern Languages," *H*, XLI (May '58), 221-224. See article #33.
35. Freeman, S. A.: "Educating the Talented Secondary School Pupil in Modern Languages," *MLJ*, XLII (May '58), 218-221. See article #33.
36. Fulton, R. J.: "The Problem of the Drop-Out in High School Language Classes," *MLJ*, XLII (Mar. '58), 115-119. The present report will be of great interest to administrators and to all teachers of modern foreign languages at all levels of instruction. The committee concentrating on this problem believes this will serve as a basis for further study. This one was limited to the Boston and New Jersey areas. It reveals many facets of the problem.
37. Guerra, M. H.: "New FLES Adventures and the Villain of Articulation," *MLJ*, XLII (Nov. '58), 320-324. The purpose of this article is two-fold. We are concerned with a report of the progress of FLES, especially as this concerns Spanish in Northern California; we are concerned with the specific and general problems of articulation. A number of suggestions are given to invite discussions to bring harmony of thoughts and actions.
38. Harris, J.: "The FL Development Program—An Editorial," *FR*, XXXI (Apr. '58, #5), 440-441. Dr. Harris explains the three point program worked out by the foreign language specialists in the office of the Secretary, U. S. Department of Health, Education and Welfare.
39. Hatfield, H.: "Report of the Delegate to the International Federation of Modern Languages and Literatures," *PMLA*, LXXIII (Apr. '58), 31. All teachers of modern foreign languages will be interested in this report.
40. Hilton, R.: "Hispanic Americanists of the World, Unite!" *H*, XLI (Sept. '58), 331-332. The writer ex-

- amines some of the reports on the inadequacy of language studies in the United States, and he offers various suggestions for this pertinent problem.
41. Huebener, T.: "Learn Russian," HP, XXXX (Mar. '58), 46-49. Dr. Huebener reports and comments on foreign language study in the United States. It is most urgent that immediate steps be taken now for setting up a substantial language program for the study of Russian.
 42. Hutchins, F. S.: "Reports of Association Commissions—Commission on International Understanding," AACB, XLIV (Mar. '58), 148-149. All must take seriously the development and increase of international understanding. Procedures toward this end are explained, and naturally include the study of foreign languages and foreign cultures.
 43. Johnston, M. C.: "The Urgency of Accelerating the Teaching of Foreign Languages 'In the New Key,'" MLJ, XLII (Apr. '58), 163-166. Many facts are cited in regard to the general status of foreign language instruction in the United States. Certain unwholesome realities of the foreign language situation, and some hopeful and heartening developments are explained.
 44. Johnson, W.: "American Scandinavian Bibliography for 1957," SS, XXX (May '58), 53-84. This annotated bibliography of books, articles and reviews dealing with the Scandinavian languages and literatures will be of help to those engaged in Scandinavian studies.
 45. Longtin, M.: "Partial Bibliography for Student Talks," (H, XLI (Sept. '58), 421-422. Books, articles and pamphlets on Spain and Spanish-America are listed.
 46. Luciani, V.: "Bibliography of Italian Studies in America," I, XXXV (Mar. '58), 46-52; (June '58), 125-129; (Sept. '58), 205-219; (Dec. '58), 274-278. Recent books, several articles (Oct.-Dec. '57); (Jan.-Mar. '58); (Apr.-June '58); (July-Sept. '58), and addenda are briefed. Reviews are listed (1955-1958).
 47. Mildenerberger, K. W.: "The FL Program Faces the Future," H, XLI (Mar. '58), 85-86; (Sept. '58), 354-356. Dr. Mildenerberger reviews the excellent work done by the staff of the FL Program. The MLA Executive Council will continue to support the FL Program staff activities beyond the period of the general Rockefeller grant. Dr. Mildenerberger looks forward to the collaborative program of all the AAT's working with the FL Program to establish an active foreign language organization in each state in the Union.
 48. Mildenerberger, K. W.: "The FL Program Faces the Future," PMLA, LXXIII (Apr. '58), vi-vii. See article #47.
 49. Mildenerberger, K. W.: "FL Program Notes," PMLA, LXXIII (Mar. '58), x-xi; (Apr. '58), v-viii; (June '58), v-viii; (Sept. '58, Part 1), v-viii; (Sept. '58, Part 2), v-viii; (Dec. '58, Part 1), iv-viii. In these sections all teachers of modern foreign languages will find many items of interest and value as "FLS in Graduate Schools, Brave New World? Did You Know? FL Proneness, Cooperative FLES, On Raising FL Requirements, U. S. Commissioner of Education, FLS in Independent Schools, American Students Abroad, Obliging Professors, Language and Meaning, Languages and Cultural Differences, National Defense Education Act of 1958, Public Law 85-864.
 50. Parker, W. R.: "Why a Foreign Language Requirement?" MLJ, XLII (Dec. '58), 370-378. This article concerns a situation in more than 800 liberal arts colleges, though some of its points do apply elsewhere in American education. The—why a foreign language requirement?—has fresh relevance, explains Dr. Parker, because the 1930-1950 trend of dropping this requirement for the Bachelor of Arts degree has just recently been reversed.
 51. Pierce, P.: "Foreign Languages in the Fifth U. S. Army," MLJ, XLII (Dec. '58), 393-395. Realizing that Russia was far ahead of the United States in its training of students of mathematics, science, and foreign languages, the Fifth Army again took bold steps to correct this deficiency. This report concerns the classes in foreign languages. The pilot course is German; French, Spanish, Russian followed. This is carefully explained.
 52. Rickover, H. G.: "European and American Secondary Schools," VS, XXIV (Sept. 1, '58), 698-701. Rear Admiral Rickover gives an excellent comparison of European and American Secondary Schools. Of special interest to us is the comparison of the curricula of the secondary schools in the Netherlands with our own 6-year junior-senior high schools, and credits earned for languages in the Netherlands.
 53. Robinove, M. N.: "Pattern for Solidarity," FR, XXXI (Apr. '58, #6), 547-553. All teachers of French will heartily enjoy Mrs. Robinove's account of the Annual Detroit French Workshop, Haven Hill Lodge, near Detroit. All participants agree that much stimulation comes from this exchange of ideas in this ideal setting. An account of the interesting program for 1957 is included in the article.
 54. Sacks, N. P.: "The MLA College Language Manual Project: The Spanish Textbook," H, XLI (Mar. '58), 77-83. Our writer names the members of the Working Committee (6), explains the nature of the project, and gives us an idea of the linguistic principles informing the project—the MLA College Language Manual.
 55. Steinhauer, D.: "The Author's Lesson," CMLR, XV (Fall '58), 14-18. Inspector D. Steinhauer has just completed a survey of teaching methods in some fifty Ontario schools. Here he examines various problems piecemeal in the hope of arriving at some workable suggestions.
 56. Sublette, E. B.: "Do Romance Language Students Obtain Positions Using Language?" MLJ, XLII (Mar. '58), 149-151. Hundreds of questionnaires were sent to De Pauw graduates who had studied at least twenty-five semester hours of Spanish or French and up to fifty-two hours of the two languages or the equivalent. Many are the careers possible when the student has studied languages as is shown here from the results that were compiled.
 57. "Teaching Russian in American Secondary Schools: a Conference Report," SEEJ, XVI (Fall '58), 241-249. The MLA sponsored a Conference, May 24-25, 1958, of specialists on the teaching of the Russian language. The purpose was to take stock of the current status of interest in teaching Russian in the American secondary schools.
 58. "The FL Program," FR, XXXI (Jan. '58), 247-248; (Feb. '58), 326-329; (Apr. '58, #5), 442-444; (Apr. '58, #6), 564-571; XXXII (Oct. '58), 84-85. All teachers of modern foreign languages will be deeply interested in these items of vital importance such as excerpts from Dr. Conant's report, Dr. Freeman's report, etc.
 59. "Thirty Year Cumulative Index, Volume XX (1928) to Volume XLIX (1957)," MDU, L (Apr.-May '58), 157-214. All teachers of German will be deeply interested in this "Thirty Year Cumulative Index" with its references to Language, the Teaching of German, Literature and Bibliography.
 60. Thompson, L. S.: "Recent Books in the Field of Romance Languages and Literature," KFLQ, V (#2), 106-108; V (#4), 217-220. All teachers of modern foreign languages will find this annotated bibliography of great help in their language teaching.
 61. Van Eenenaam, E.: "Annotated Bibliography of Modern Language Methodology for 1956," MLJ, XLII (Jan. '58), 27-43. The 285 items of this article are divided into twenty-one topical classifications. The 1956 periodicals, with the number of items from each one, are listed with code letters used in the list. At the end an authors' index is given.

62. Weigle, R. D.: "Reports of Association Commissions—Commission on Liberal Education," AACB, XLIV (Mar. '58), 150-154. Certain minimal entrance requirements are recommended. Among those given we note a two year foreign language requirement. This is gratifying.
63. "What Do They Learn?" TO, 42 (June '58), 23-24. This survey shows that most Texas educators take the lead in encouraging or requiring students to study

difficult subjects. The committee of ten finds that Spanish is taught in one out of eight elementary schools, Latin in one out of three high schools.

64. "What's Happening in Education," NPT, 52 (May '58), 22-24. Excerpts from Dr. Conant's "Report on Foreign Languages, Foreign Language and the Gifted" are items of special interest to all modern foreign language teachers.

V. CORE CURRICULUM, CORRELATION, GENERAL EDUCATION, INTEGRATION (7)

See also: 1-8; 24-65; 79-111; 202-279; 290-293.

65. Bush, R. N.: "Editorial-Greater Continuity in Study of Required High School Subjects," CJSE, XXXIII (Mar. '58), 132-134. "The harmful effect of lack of continuity in studying a subject looms nowhere so boldly as in foreign languages." This is carefully explained for us.
66. Cunningham, E. R. and Prime, L. M.: "Language and Library Science," MLJ, XLII (May '58), 248-252. All teachers of modern foreign languages will be much interested in the data given by the Committee and Subcommittee on Special Library Education regarding the application of language preparation to the requirements of the profession of librarianship. The practical uses of foreign languages in library work are considered from two aspects. These are carefully explained.
67. Hieble, J.: "Should Operas, Lyric Songs, and Plays Be Presented in a Foreign Language?" MLJ, XLII (May '58), 235-237. All teachers of modern foreign languages will be interested in this opinion as to whether foreign-language productions should be presented in the language of their origin.
68. Lowe, R. W.: "Foreign Languages and the Music-Student," MLJ, XLII (Jan. '58), 47-48. Our writer offers a few of the many examples of the utility of foreign languages to the American studying music.

For the future singer, a knowledge of the spoken and written words of another language is a valuable and broadening acquisition.

69. Lowe, R. W.: "Reading Foreign Languages, an Asset for the Student of Music," MLJ, XLII (Nov. '58), 317-319. One practical reason for acquiring at least a sufficient reading-knowledge of foreign tongues which has not been given enough attention is the benefit to young people training to become practising musicians, or who are very much interested in music. A "Selected Bibliography of Books on Musical Subjects" is included.
70. Schuster, E. J.: "Programs of Hispanic Studies in Catholic Colleges," CER, LVI (Feb. '58), 112-116. For various reasons numerous indications support the growing interest in Spanish America and in Spain. Broad fields offer challenging new career opportunities to those grounded in Hispanic studies. These are explained.
71. "Secondary Education Notes," CER, LVI (Feb. '58), 123. Dr. C. Ross, as president of the Modern Foreign Language Association of Northern California, did much in regard to the serious problem of articulation between high school and college modern foreign language courses. Five recommendations are offered.

VI. CURRICULUM PLANNING, ADMINISTRATION (7). See also: 1-8; 8-12; 12-24; 79-111; 111-145; 147-162; 182; 183-202; 202-279; 279-290; 290-293; 298-304; 304-318; 318-332; 332-348.

72. Angermann, G.: "The Advanced Curriculum," NASSPB, 42 (Dec. '58), 47-53. Central High School attracts a large proportion of capable and highly motivated students. Both the Advanced Curriculum at Central High, Philadelphia, and the Advanced Placement Tests are explained. Typical questions of a French examination are given.
73. Duke, L. W.: "School Began in June," TO, 42 (July '58), 22-23. For the non-English-speaking children of Eagle Pass, "School Began in June" so that they might come to school in September on an equal footing with the other children. This summer school program is explained.
74. Dunkel, H. B.: "A Few Facts about Foreign-Language Study," ESJ, 59 (Oct. '58), 31-34. Problems of teaching foreign languages have become a concern to many elementary-school teachers and administrators with little experience with language programs. Many important facts relevant to elementary-school teachers and administrators in regard to these programs are explained.
75. Grieder, C.: "The Administrator's Clinic," NS, 61 (Jan. '58), 6. The writer expresses his views in the item "Schools Should Review Their Offerings in Foreign Languages." We stand ready to review our Of-

ferings in Foreign Languages when found to be necessary and especially *feasible*. It has been hard enough to secure the language offerings we now have.

76. Gunn, H. M.: "The Gifted Child and the Responsibility of the Elementary Principal," CJEE, XXVI (May '58), 220-226. It is gratifying to note that one suggestion offered is that of introducing a foreign language program for the elementary school child. Foreign language study is one of the most challenging and worth-while enrichment activities. This is carefully explained.
77. Rosenbaum, E.: "Preparation for Advanced Placement in German at Central High School, Philadelphia," GQ, XXXI (Nov. '58), 304-308. It is the purpose of this article to interest other secondary school teachers of German in the Advanced Placement Program. The procedures followed by the writer are explained.
78. Turner, T. B.: "The Liberal Arts in Medical Education," AACB, XLIV (Mar. '58), 71-77. The writer outlines briefly the principal features of the new medical curriculum at Johns Hopkins, a curriculum expressive of the writer's basic philosophy of medical education. Prerequisites for admission into year one include a reading knowledge of one foreign language.

VII. ELEMENTARY SCHOOL (32). See also: 1-8; 8-12; 12-24; 72-79; 111-145; 182; 183-202; 202-279; 298-304; 304-318.

79. Bowen, J. D.: "The Success of FLES," H, XLI (Sept. '58), 351-353. Many reasons for the success of the elementary school language programs are explained. When we take advantage of natural aptitude, learn

more about inspiring motivation, etc., we can expect significant improvement in our second language training programs.

80. Brooks, N.: "The Meaning of FLES," TEQ, XVI

- (Fall '58), 27-29. Dr. Brooks explains the meaning of FLES in regard to learning a second language, the optimum starting point, the best time schedule, preparation of materials, teacher preparation and the outcomes of FLES.
81. Caldwell, O. J.: "The World in Our Classrooms," NEAJ, 47 (Feb. '58), 91-94. The educated American should have access to the cultures represented by various languages. This goal is accomplished by the study of languages in the elementary and secondary schools.
 82. deGuzmán, D.: "FLES and Directed Education in Mexico," H, XLI (May '58), 216-219. The writer gives us an account of what is being done in Mexico in the teaching of foreign languages in the elementary schools, and how it is being done within the framework of thorough federal control of education throughout that country.
 83. deSauzé, E. B. and Simpson, L. V.: "Selective vs. Free Registration in FLES Classes," FR, XXXI (Apr. '58, #5), 427-430. Both authors give excellent reasons for their ideas on selective or free registration in classes of foreign languages in the elementary schools. Both writers are well-known experts on their subjects.
 84. "Detroit Elementary Children Learn German by Radio," MEJ, XXXVI (Dec. '58), 167. In 130 Detroit metropolitan-area public schools some 4,000 fourth and fifth grade children are learning German by radio.
 85. Eastwood, C. S.: "How Our Language Program Developed," MEJ, XXXVI (Dec. '58), 167. Mr. Eastwood reveals how a language program for elementary school children was successfully started in his district. French and Spanish are taught at each school.
 86. Ellert, E. E.: "German in the Elementary Schools," GQ, XXXI (Jan. '58), 42-47. Mr. Ellert gives us an "Analysis of an Existing Program"—German at the fourth-grade level in Holland, Michigan. Spanish is also taught at the fourth-grade level. These programs have been very successful, and the children have made excellent progress.
 87. Etnire, E.: "Five Years of Spanish in the Elementary School," MLJ, XLII (Nov. '58), 349-351. It is the purpose of this article to summarize some of the observations made relative to the learning of a second language by small children. These observations are based on experiences with the writer's group of sixth grade boys and girls during the past five years.
 88. Freeman, S.: "Expanding the Teacher's Horizons," SchSoc, 86 (Dec. 20, '58), 451-454. Teachers need an international viewpoint. There is no single approach to accomplish this. The proper study of a foreign language is a major influence in expanding the teachers' horizon. Dr. Freeman heartily agrees that the third grade is an excellent starting point in the study of modern foreign languages for children.
 89. Grew, J. H.: "An Experiment in Oral French in Grade III," MLJ, XLII (Apr. '58), 186-195. This is an account of an experiment conducted at the Andover (Mass.) Central Elementary School, 1952-53. Classes met four times weekly, 15-20 minutes a day.
 90. Guerra, M. H.: "FLES and the Boy and Girl Scouts of America," H, XLI (Dec. '58), 551-552. Our author explains some FLES programs that are closely connected with various programs of the Scouts. This is an excellent opportunity for FLES programs to contribute a civic service to any community.
 91. Hanko, E. G.: "Language Teaching in the Lower School," MLL XXXIX (Dec. '58), 156-141. Various objectives in language teaching in the lower school are explained as well as various developments and uses of languages. All pupils, even those leaving school early or giving up the study of a second language after two years, will have received some knowledge and experience that will live in their memory, even if the language forms are forgotten.
 92. Heggen, W. G.: "German in the Third and Fourth Grade," GQ XXXI (Nov. '58), 298-303. In the autumn of 1956, the third graders of the Laboratory School at the University of Chicago began to learn German. The writer explains his method (oral-aural), length of class period, etc.
 93. Hicks, G.: "Findings of the FLES Program in Muncie, Indiana," FR, XXXI (Oct. '58), 62-65. Ball State Teachers' College has been sponsoring an experimental FLES program in French in three of the Muncie public schools for the past two years. This program is explained and excellent conclusions are offered.
 94. Holland, K.: "The Current Challenge of Soviet Education," SchSoc, 86 (June 7, '58), 261-263. Many significant developments in Soviet education are explained. One is a clear recognition of the international interests of the Soviet Union. Our writer was impressed with the quality of foreign language study which begins at an early age.
 95. Kirch, M. S.: "FLES and German," GQ, XXXI (Jan. '58), 48-52. Some reasons why French and Spanish are flourishing in elementary and secondary schools are explained. Various obstacles encountered for the inclusion of German in a FLES program are also explained. The writer believes that German can be learned in the FLES classroom as easily as any other language.
 96. Kirch, M. S.: "Specialist or Classroom Teacher for FLES?" MLJ, XLII (Mar. '58), 132-135. Our writer discusses the many advantages and disadvantages of using foreign language specialists or regular elementary school classroom teachers to furnish the foreign language instruction. At present both are needed.
 97. Kolbert, J.: "Foreign Languages in the Self-Contained Classroom," MLJ, XLII (Nov. '58), 313-316. The writer believes that the foreign language program in the elementary schools should be in the hands of the regular elementary school teachers. He attempts to demonstrate the superiority of this self-contained classroom atmosphere.
 98. Oberhelman, H. D.: "Cultural Values of FLES," H, XLI (Sept. '58), 350-351. Our writer explains that there are a variety of subtle aspects of a culture which can be introduced naturally along with the conversational patterns at various levels. Objectives of the cultural program outlined are explained also. The learning of language and the development of cultural appreciation go hand in hand.
 99. Poe, M. F.: "Tú or Usted?" H, XLI (Mar. '58), 92-96. The writer has made a careful study of seven syllabi for FLES teachers from seven sections of the United States and has noted one inconsistency: the use of the *tú* form and the *usted* form with children. This is carefully explained and many examples are given. A plea is made for consistent use of *tú* in teaching children when the natural method is used.
 100. Politzer, R. L.: "Some Reflections on the Use of the Native Language in Elementary Language Teaching," LL, VIII (#3 and #4, '58), 49-56. This article does not pretend to exhaust the subject of the use of the native language in elementary language teaching nor to present the views of linguistics on the subject. Reflections of one linguist, concerned with the teaching of French to native speakers of English, are given and carefully explained.
 101. Rivera, C.: "The El Paso Spanish Program: Grades One through Seven," H, XLI (May '58), 263-265. This is a report on the development of the El Paso program for those teachers of Spanish who wish to start an elementary school language program. What an "ideal" program has to go through in order to survive is explained.
 102. Sister Mary Madeleine: "A Demonstration Unit for FLES," FR, XXXI (Apr. '58, #6), 538-542. An experimental class in French for second and third grade children at the College of Notre Dame of Maryland has been conducted for a few summers. Our writer describes a typical unit for a French class.

103. Sister Ruth Adelaide: "The First Door to FLES," *MLJ*, XLII (Apr. '58), 172-174. The first door is that of the elementary school. If language needs, new and urgent, are to be met, languages must be taught sooner and better. This should be done *now* with what we *do* have, and not with what we *ought* to have.
104. Snyder, C. W.: "Experiment in Teaching Russian in Grade 3," *SchSoc*, 86 (Oct. 11, '58), 353-354. All teachers of Russian will enjoy reading of this experiment in teaching Russian at the Congdon Campus School, State University Teachers College, Potsdam, N. Y. The results are most successful. Instruction in French and Spanish are also given.
105. "Sputnik Puts FLS in the News," *PMLA*, LXXIII (Mar. '58), ix. All teachers of modern foreign languages will be much interested in the many expressions here in favor of starting modern foreign language study in the elementary grades and of placing more emphasis on the teaching of foreign languages in general.
106. Turner, D.: "FLES Workshops at the University of Delaware," *H*, XLI (May '58), 213-215. This is an account of the 1957 summer workshop in foreign language work in grades one through six at the University of Delaware.
107. Turner, D.: "Deus Ex Machina," *MLJ*, XLII (Dec. '58), 396-398. Recently the University of Delaware afforded the writer an opportunity to explore to what extent the machine can supplant the living teacher of foreign languages. The experimentation was carried out as part of a summer workshop to interest in-service elementary public school teachers to introduce foreign language instruction into the curriculum.
108. Turner, E. D.: "The Delaware FLES Workshops: Lessons for the High School," *KFLQ*, V (#3) 150-153. The writer limits this discussion to what FLES can mean to the secondary school in terms of challenge and opportunity.
109. Villegas, V. V.: "Foreign Languages from the First Grade," *ASBJ*, 136 (Feb. '58), 41. The goal of foreign language study and its cultural aspects are discussed. The Hicksville Program which is enthusiastically accepted is explained.
110. Walker, W.: "Elementary and Secondary Schools Move Freedom Forward," *CU*, 33 (Winter '58), 145-153. We need fluency in the languages of many peoples, not just as a cultural achievement, but as a practical matter of everyday business and living. The language, history, culture and customs of other peoples must be a more vital part of our elementary and secondary school curricula.

VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (35).

See also: 8-12; 12-24; 72-79; 79-111; 163-182; 183-202; 202-279; 298-304

111. Alexander, T. W.: "German for Children: A Program at Texas Technological College," *GQ*, XXXI (Jan. '58), 38-41. This program was launched two years ago for fifth grade children. It has been most successful and has been a rewarding experience. The aims are to teach spoken German to the children so that they will find it easy and enjoyable, and to awaken in them a liking for languages and an understanding of peoples.
112. Borglum, G. and Mueller, T.: "Audio-Visual Language Teaching," *FR*, XXXI (Apr. '58, #6), 528-533. The purpose of our writers has been to sketch various salient aspects of teaching with today's objectives and today's means—language laboratories. Objectives and the role of the language laboratory are very carefully explained. All teachers of modern foreign languages will be very much interested in this excellent study.
113. Borglum, G.: "The Modern Language Audio-Visual Project," *MLJ*, XLII (Nov. '58), 325-328. Dr. Borglum explains the inception and development of the MLAV Project that has been functioning at WSU and in the Detroit Schools under his guidance. His first Pilot Program was directed towards the study of French, but now similar programs are being made for English, German, Russian, and Spanish. The materials are designed for one college semester, or one high school year. A complete method of presentation is given. Dr. Borglum feels that the standard has been raised and that there is greater achievement in general.
114. Borglum, G.: "A-V Active French," *NEAJ*, 47 (Nov. '58), 566-568. Dr. Borglum explains the pilot program of audio-visual teaching used in the French Department, Wayne State University. The students give their unanimous approval.
115. Chomei, T.: "Language Teaching with Specially Designed Slides," *TT*, V (Summer '58), 110-112. Teachers of modern foreign languages will be interested to know how this Japanese teacher uses audio-visual methods to stimulate interest in learning English.
116. Decker, S. N.: "Adapting Audio-Visual Techniques to Language Instruction," *MLJ*, XLII (Feb. '58), 69-71. A variety of approaches in the teaching of modern foreign languages in high school is necessary. The writer presents some means of varying the high school language courses by using audio-visual aids.
117. Etnire, E. L.: "The Use of Felt Boards in Teaching Spanish to Small Children," *H*, XLI (Dec. '58), 511-512. Felt or flannel boards can be used most effectively in teaching a second language to children of six or eight years old. This is explained.
118. Fletcher, L. C.: "Teach with Talking Cards," *TT*, V (Spring '58), 206, et seq. Language teachers' many problems are solved when they know of the "Language Master"—a kind of tape recorder which produces words, phrases, sentences. This device is excellent for language stimulation, for helping foreign-born students who are learning English as a second language.
119. Fornaciari, N. V.: "A 'First Award' Italian TV Program," *MLJ*, XLII (May '58), 255-256. Dr. Norma Fornaciari gives us an excellent account of her ten program series called "Ecco l'Italia" given on Chicago's Educational Television Station.
120. Gibson, R.: "Can Tapes Teach?" *ESAVG*, 37 (Apr. '58), 180-181. See article #132.
121. Hanson, B.: "A Mobile Laboratory," *MLJ*, XLII (Jan. '58), 18-19. The writer explains how the Modern Language Department, Allegheny College, provided itself with a very useful laboratory, even though it lacked funds and space necessary to install a laboratory as at Purdue University, University of Rochester, etc.
122. Hasnon, B.: "A Mobile Laboratory," *MLL*, XXXIX (June '58), 65-66. See article #121.
123. Hettinger, C.: "What Television Can Do," *HSJ*, 41 (Feb. '58), 152-157. The writer explains the in-school television series done in the Pittsburgh area. Station WQED offers elementary French along with many other daily lessons.
124. Hughes, J. P.: "The Language Laboratory," *CSJ*, 58 (Sept. '58), 63, et seq. Dr. Hughes, Chairman of the Department of Modern Languages, St. Peters College, Jersey City, N. J., explains the outstanding Georgetown University Language Laboratory built in 1949 to the specifications of Dr. L. E. Dostert, Director. Our writer believes that very soon no high school, college or university that hopes to be regarded as better than second-rate will be without a language laboratory for reasons explained.
125. Jones, L. B.: "Elementary Foreign Language by Television," *TCR*, 60 (Oct. '58), 36-40. All teachers of French and Spanish will be interested in this Français,

- Pour Vous, television program project of the Denver Colorado Public Schools.
126. Marty, F. L.: "Using the Language Laboratory," *ESAVG*, 37 (Apr. '58), 176-177. Many and profitable are the uses of the language laboratory. These are explained as is its main purpose. The use of the language laboratory requires a complete modification of classroom techniques and a new presentation of the language. The techniques mentioned are only a few that render the language teacher-language laboratory more efficient.
 127. Mate, H. E.: "Spanish on Television at the University of Alabama," *H*, XLI (Sept. '58), 415-418. This is an interesting account of a television series in Spanish consisting of 45 lessons of thirty minutes each, presented three times a week over the Alabama Educational Television Network.
 128. Mathewson, H. D.: "A Portable 'Language Laboratory,'" *TT*, V (Spring '58), 70, et seq. This California High School with the cooperation of the Audio-Visual Director of the Whittier Union High School District has developed a "portable language laboratory." A complete description is given with some methods of utilizing the mechanism.
 129. Merrill, R. P.: "The Foreign Language Laboratory—Some Observations," *H*, XLI (Mar. '58), 135-138. This is an account of the language laboratory at Bradford Junior College.
 130. Moore, J. M.: "Improving Language Teaching," *ESAVG*, 37 (Nov. '58), 568-569. All modern foreign language teachers are aware of the "new key" in language learning. Much pioneer work has been done by the MLA of America. Now we are in a position to analyze which audio-visual aids can best be used to improve modern foreign language instruction. Five steps are explained, and a summary is given.
 131. Mueller, T.: "Perception in Foreign Language Learning," *MLJ*, XLII (Apr. '58), 167-171. As Dr. Mueller states, laboratory proofs demonstrate that our perceptions are based on past experiences. Our environment conforms with the familiarity of our experiences in the field of auditory and visual perceptions. Of prime importance to foreign language teachers is the recognition of this principle.
 132. Pickrel, G.; Neidt, C.; Gibson, R.: "Tape Recordings Are Used to Teach Seventh Grade Students in Westside Junior-Senior High School, Omaha, Nebraska," *NASSPB*, 42 (Jan. '58), 81-93. Can the classroom teacher in the grades teach modern languages with tapes prepared for pupils by linguists? This question and others rated an affirmative answer in the first year of a pilot study project made at Westside H. S. The project included experimentation in the areas of spelling and conversational Spanish in the seventh grade.
 133. Reed, P. C.: "Emphasis on Audio—an Editorial," *ESAVG*, 37 (Apr. '58), 174. If emphasis is placed upon the use of the tape recorder, the language laboratory naturally becomes involved. One of the most significant audio developments of the past decade has been the development of the language laboratory for the teaching of modern foreign languages. This is explained.
 134. Reinmüller, L.: "American Studies on the West German Educational Radio Service," *AGR*, XXIV (Aug.-Sept. '58), 4-5, et seq. This set of programs on the broadcasts comprises a basic preparation which is important in broadening many pupils' outlook and in helping them to understand the real America as well as the actual information and language study that these programs impart.
 135. Richardson, G.: "Language by Pictures," *MLL*, XXXIX (Mar. '58), 9-10. The visual approach is an expensive one and often an inconvenient one too. It should be reserved for those aspects of language teaching which really require it. Two aspects of language-learning that lend themselves to the visual approach are carefully explained.
 136. Sánchez, J.: "Audio-Visual Aids," *MLJ*, XLII (Apr. '58), 196-201; (Nov. '58), 352-359. Films, filmstrips, records, tapes, slides, picture cards are named and explained. These are arranged alphabetically by countries. Other items as *Laboratory Textbook* (French), the *Sounds of Russian*, *Sounds and Notes* contain usable material. A "Key to Producers and Distributors" is given at the end of the article.
 137. Sister Mary Viola Strudeman: "Discs Aid You Teach Foreign Languages," *CE*, XXVIII (May '58), 631. Sister Mary Viola explains many ways by which we may appeal to the senses in teaching a modern foreign language.
 138. Speer, D. G.: "Future Mechanical Teaching Aids," *MLJ*, XLII (Jan. '58), 44-45. Here are the writer's own suggestions for instrumentation of a language laboratory. This is intended to stimulate thinking along these lines which is imperative.
 139. Strang, R.: "Individualizing Instruction for the Able Learners," *E*, 79 (Sept. '58), 53-56. Various mechanical aids may be used to individualize instruction for gifted children. They do increase their mastery for a modern foreign language by listening to some of the excellent language records now available.
 140. "The Foreign Language Laboratory," *SLOE*, 41 (Dec. '58), 12-13. On these two pages, *School Life* (Office of Education) has reproduced illustrations and quotes passages from the Bulletin, "Foreign Language Laboratories in Schools and Colleges," M. C. Johnston and C. C. Seerley.
 141. Tucker, E. B. (Mrs.): "¡Hola, Amigos!—In-School Television Spanish Classes," *H*, XLI (Dec. '58), 549-551. This is an account of an interesting program entitled, "¡Hola, Amigos!" in Multnomah County Schools, Portland, Oregon. The topics presented are named and explained.
 142. Tucker, E. B. (Mrs.): "Hola, Amigos," *NAEBJ*, 18 (Dec. '58), 21 et seq. See article #141.
 143. Turner, D.: "Planning the High School Language Laboratory," *FR*, XXXII (Dec. '58), 160-165. The person planning the language laboratory should personally examine and test much equipment. There are two concepts of laboratory operation. The language laboratory, properly used, produces a tremendous gain in aural-oral competence and in the traditional objectives of reading, writing, and grammatical usage as well.
 144. Wojnowski, M.: "A High-School Lab Classroom," *ESAVG*, 37 (Apr. '58), 183. A simply constructed foreign language laboratory-classroom on the secondary level can prove to be of inestimable value in teaching much better both aural comprehension and oral fluency. The physical setup of such a lab-classroom is described.

IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE (2). See also: 1-8; 65-72; 79-111; 202-279.

145. Mc Gowan, W. N.: "What's Happening in California Secondary Schools," *CJSE*, XXXIII (Apr. '58), 224-229. Louis Pasteur Junior High School in Los Angeles offers a specialized program to meet the needs of its gifted boys and girls. General language is one special course offered as a challenge. This is explained.
146. Soffietti, J. P.: "The Exploratory Study of a Foreign Language and Culture," *MLJ*, XLII (Jan. '58), 3-7. There are important educational values in the exploratory and general language courses that should not be lost. These are explained. The writer suggests that the regular first-year FL course (ninth grade) be modified. Such a course is described.

X. GRAMMAR, COMPOSITION, SYNTAX (16). See also: 1-8; 79-111; 202-279; 332-348.

147. Allen, M. E.: "Notes on the Use of *De* and *Que* with *Antes* and *Después*," H, XLI (Dec. '58), 504-510. The author undertook a program of extensive reading of the works of modern and contemporary Spanish, and Spanish American writers of diverse geographical backgrounds in order to make a statistical count of the incidence of both forms of the adverbial prepositions and/or conjunctions. Many examples are given.
148. Betteridge, H. T.: "The Preterite in Modern German," MLL XXXIX (Dec. '58), 140-145. This attempt at analysis of the preterite tense in modern German "may not be exhaustive, but does not overlook any of the salient points." The writer hopes that others may be encouraged to try to improve the formulations and heighten the reader's appreciation of the refinements and subtleties of tense usage.
149. Cioffari, V.: "Grammar-Beware!" MLJ, XLII (Oct. '58), 284-287. Grammar, as the word is here used, is considered the analysis of the structure of a language in which linguistic expression is arranged according to logical patterns. The term is used in an objective sense. As Dr. Cioffari explains, grammar is given various considerations. These are carefully examined for us.
150. Davis, J. C.: "That 'Old Subjunctive' Again," H, XLI (May '58), 210-211. The writer explains the use of the subjunctive. Many examples are given to illustrate both subjunctive and indicative.
151. Fish, G. T.: "The Redundant Construction in Standard Spanish," H, XLI (Sept. '58), 324-331. This article gives in detail the results of a study undertaken to determine the factors governing the use of the so-called redundant construction—duplication of an expressed direct or indirect object by a conjunctive pronoun in the patterns *Se lo diré a usted* or *Esto lo haré*.
152. Gallacher, S. A.: "A Brief Reply to Herbert Lederer," GQ, XXXI (May '58), 199. Mr. Gallacher maintains he has had remarkable success with his procedure of teaching the German adjective endings after indefinite numerical adjectives. Further comments are offered for his success.
153. Hatcher, A. G.: "The Informant and the Adverb," MLN, LXXIII (May '58), 355-364. In this article the writer criticizes a non-statistical but equally mechanical study in the field of Spanish word order, analyzing in detail the definitive statements about post-position of the adverb offered by Dr. R. D. McWilliams in the article "The Adverb in Colloquial Spanish."
154. Hieble, J.: "Foreign Nouns in German," GQ, XXXI (Nov. '58), 269-271. A neglected topic in German instruction is that of foreign nouns, especially those of masculine and neuter genders. This is explained. Lists of nouns are given and explained.
155. Hook, D. D.: "Teaching German Adjective Paradigms," MLJ, XLII (Mar. '58), 151-152. The learning of paradigms of German adjectives, an arduous task to many students, is made less painful and more reasonable by the suggestions given here.
156. Keppler, K.: "Misleading German Compound Nouns," GQ, XXXI (Nov. '58), 287-297. The writer offers a short study of misleading German compound nouns. This was undertaken with practical considerations in mind.
157. Lederer, H.: "Alle Anderen Guten Männer: A Brief Comment," GQ XXXI (May '58), 196-198. The writer refers to an article by Stuart A. Gallacher: "Andere gute Männer," GQ XXX (Nov. '58), 269-271. Comments are praiseworthy. Further suggestions are offered for the rule regarding German adjective endings after indefinite numerical adjectives.
158. Marchand, J. W.: "The Teaching of German Word Order—a Linguistic Approach," LL, VIII (#3 and #4, '58), 27-35. As our writer states, word order is one of the basic functional elements of German syntax. Yet it remains a neglected, ill-treated subject in some beginning grammars. Here are cited some particularly poor statements, which show up again and again in these grammars. These are explained.
159. Politzer, R. L.: "On the History of the Third Person Ending in Italian," I, XXXV (Sept. '58), 192-197. Dr. Politzer undertook this study in the hope that an examination of the use of the final -t in the third person ending in Late Latin documents from Italy of the eighth and ninth centuries would throw some light on the evolution of the third person form in Italian, or would give some indication of the chronology of the spread of the forms without -t.
160. Schuchard, H. K.: "C'est Moi, It Is Me," MLJ, XLII (Mar. '58), 136-138. Our author refers to the investigations of Lucien Foulet in reading a book by Walther von Wartburg on general linguistic problems. He believes that language teachers may make advantageous reference to this material when teaching the pronoun in language work.
161. Stamm, J. R.: "The Use of 'Ser' and 'Estar' in Comparisons," H, XLI (Sept. '58), 349. The writer reviews the uses of the two verbs in question, and examples are given. A general rule of grammar applying to Spanish, Portuguese, and Catalan is also given.
162. Sturtevant, A. M.: "A Study in Pattern Shift," SS, XXX (May '58), 93-97. This is a study of the assimilation of *IR: *nR>ll: nn in the Scandinavian language.

XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POST-WAR (19). See also: 8-12; 12-24; 79-111; 202-279; 298-304.

163. Brickman, W. W.: "Foreign Languages and Foreign Service," SchSoc, 86 (Sept. '58), 320-321. Our ambassadors to foreign countries should be competent in the languages and cultural traditions of the countries to which they go. The government must see to it that linguistic fluency be made a requirement for foreign service.
164. Engelbert, A. F.: "Culture-Area Programs for Liberal Arts Colleges," AACB, XLIV (May '58), 322-324. "Culture-area" programs suggest a direction into which the private college might move in order to enrich its program and also to help meet its responsibility of service to America in its role of world affairs. Some programs are explained.
165. Fried, P. G.: "Hope College Summer School in Vienna," AACB, XLIV (May '58), 339-346. The program of the Hope College Summer School in Vienna is carefully explained for us. It represents "an important innovation in the field of educational student travel because it integrates a carefully planned sightseeing program, study under European professors, extended residence in a European home and a period of independent travel into one inexpensive, college-sponsored program." Dr. Fried is to be congratulated on this well-established program which contributes so much towards the goal of friendship between Austria and the United States.
166. Hadley, P. E.: "The Role of Foreign Language in Training for International Relations," MLJ, XLII (May '58), 226-231. First we look at the international relations for which we are training. We divide our subject into two major categories of personnel. These

are explained. Language training is an integral part of a program of general education.

167. Hanstein, G.: "Vigilance—The Eternal Price of Good Relations," AGR, XXIV (Aug.-Sept. '58), 3. The Carl Schurz Memorial Foundation played an important part in promoting understanding between the United States and Germany. This group has many new projects in mind such as the attempt to improve the quality and the facilities for the teaching of German in the colleges and secondary schools of our country.
168. Hawkes, A. L. R.: "Educating Women for Their Role in International Affairs," AACB, XLIV (Mar. '58), 89-94. For their role in international affairs today women need to be liberally educated. This is explained. Women, as men, who hope to become literate in international affairs and world citizens should be thoroughly familiar with some language other than their own. No effective communication or understanding is possible except through language.
169. Kehr, M.: "The International Program of the USNSA," JHE, XXIX (June '58), 317-320. This International Program is building bridges of friendship with college students of other countries which is so necessary in this small world of today.
170. Miller, R. I.: "Education for International Leadership," SchSoc, 86 (Nov. 8, '58), 397-398. This writer takes the position that education for international understanding is one part of the process of educating for international leadership. This includes many items which are explained.
171. Ohles, J. F.: "A Look at the Foreign Student," AACB, XLIV (May '58), 285-288. Our writer discusses many problems of the foreign student on the American campus. Excellent suggestions are offered in order that we may make these guests feel at home in our country.
172. Oliva, P. F.: "Before You Say 'Yes' to an Overseas Assignment," AAUPB, 44 (June '58), 422-427. To make your experience more rewarding, both professionally and economically, the writer, recently returned from the Middle East, suggests a few questions that you should ask before accepting your assignment. Only after much information about your new country can you be a better emissary of America.
173. Ornstein, J.: "Breaking the Language Barrier," T, XXIV (Dec. '58), 28-30. In our shrinking world of today, languages are multiplying, setting up an increasingly large number of bars to man's conduct of business, travel and international affairs. Attempts to break the world's linguistic snarl are explained. Dr. Ornstein suggests a solution to the problem: an auxiliary language as a common tongue.
174. Osborn, L.: "Building International Goodwill," ESAVG, 37 (Oct. '58), 519, et seq. In building inter-

national goodwill Dr. Osborn uses a wide array of audio-visual materials in her Detroit program to stimulate and hold interest. These materials are explained.

175. Schwarzenberg, J.: "The Diplomat and Foreign Languages," MLL, XXXIX (Mar. '58), 4-8. Our writer comments on the many languages used officially at an international conference. One is horrified by the obstruction caused to any kind of understanding because of this situation. Translations and interpreters are but palliatives, and the loss time is fantastic. Very frequently the elected politician is the delegate rather than the diplomat. Rarely is the politician a linguist. The diplomat who knows several languages is very useful for he is able to serve in several countries and join groups for negotiations in various countries.
176. Smith, P. E.: "Practice in Being Global Neighbors," NPT, 52 (Mar. '58), 12-14. Learning to be good global neighbors is easy and necessary. Horizons are broadened to include neighbors and neighborhoods in all parts of the world so pupils may acquire an understanding and appreciation of peoples and their cultures. Teacher exchange, teaching of languages, and other practices in global neighborliness have proved to be appealing and successful.
177. Sprague, F. A.: "The Bucknell Institute for Foreign Students," MLJ, XLII (Oct. '58), 288-289. All who are associated with the work of the Institute for Foreign Students can rightfully be proud of the contribution that Bucknell University has made towards international understanding and good will. The Institute for foreign students is explained.
178. Teichert, P. C. M.: "The Importance of Foreign-Area Studies," JHE, XXIX (Jan. '58), 23-30. The field of foreign-area studies has become very important. International relations will become more satisfactory if we understand the fundamental problems of our neighbors.
179. Umbeck, N.: "A Summer Seminar in France," FR, XXXI (Apr. '58, #5), 405-409. All teachers of French will be interested in this account of grants offered under the United States International Educational Exchange Program.
180. Wodlinger, D.: "Scholarship Programs in Germany, Austria and Switzerland," GQ, XXXI (Jan. '58), 33-37. All will agree that the work of the Institute of International education, dedicated to the promotion of international understanding through exchange and advancement of knowledge, has been an enterprise of great importance and lasting value. Exchange programs are explained.
181. Yalem, R. J.: "Graduate Training in International Relations," AACB, XLIV (May '58), 356-361. Many graduate training programs in international relations are named and explained for us.

XII. LESSON PLANNING (1). See also: 1-8; 8-12; 12-24; 79-111; 111-145; 202-279; 332-348.

182. O'Flaherty, J. C.: "Mein Deutsches Tagebuch: An Aid to the Teaching of Written German," GQ, XXXI (May '58), 191-195. The *Deutsche Tagebuch* or German language diary was the result of the author's search for a more vital approach to written German.

Remarks are offered in the belief that other teachers of German will share the enthusiasm of the staff members at Wake Forest College when they have made *Tagebuch* assignments.

XIII. MISCELLANEOUS, LEGISLATION (20). See also: 8-12; 12-24; 24-65; 79-111; 202-279; 304-318; 318-332.

183. "Congressional Proposals for Education," SLOE, 40 (May '58), 11-14. See article #193.
184. Derthick, L. G.: "Let's Take Stock and Look Ahead," NASSPB, 42 (Apr. '58), 291-302. See article #193.
185. Derthick, L. G.: "Higher Education and the National Interest," SchSoc, 86 (May 10 '58), 212-215. See article #193.
186. Eisenhower, D. D.: "President Eisenhower's Message on Education," HE, XIV (Feb. '58), 89-92. Of special

interest to all teachers of modern foreign languages is #4, page 91, President Eisenhower's Message on emergency programs which stem from our national need.

187. Eisenhower, D. D. "The President Recommends," SLOE, 40 (Mar. '58), 3, et seq. See Article #186.
188. "Federal Education Bill Enacted," TO, 42 (Oct. '58), 26-27. See article #193.
189. "Federal Legislation and ACLS Interests," ACLSN,

- IX (Sept. '58), 1-3; (Oct. '58), 1-4. All teachers of modern foreign languages will be deeply interested in this account of the National Defense Education Act (Public Law 85-864), and the language needs and facilities explained. See article #193.
190. Fuller, E.: "Wire from Washington," NS, 61 (Feb. '58), 80-86. See article #193.
191. Horowitz, A.: "Convention Notes," HP, XXXX (Nov. '58), 44-45. See article #193.
192. "Legislation for Education and Defense" SLOE, 41 (Sept. '58), 9. The second session of the 85th Congress produced a number of acts of great importance to the Nation's Schools. Foremost is the "National Defense Education Act of 1958." See article #193.
193. "National Defense Education Act: A Full Report," SLOE, 41 (Oct.-Nov. '58), 3-34. Teachers of all modern foreign languages will want to read this complete report. Title VI, pages 18-20, explains the Language Development-Centers and Research, and Language Institutes.
194. "New Staff Members in the Division of Higher Education," HE, XV (Dec. '58), 57-59. Responsibility for various titles of the National Defense Education Act of 1958 has been assigned to Dr. K. W. Mildenerberger in charge of the language institutes portion of Title VI, and to Dr. W. R. Parker in charge of language development.
195. "News and Trends," NEAJ, 47 (Feb. '58), 67-68. See article #193.
196. "News from the Field" CER, LVI (Mar. '58), 207. See article #193.
197. Norton, J. K.: "Current Proposals for Federal Promotion and Support of Education in the States," TCR, 59 (Apr. '58), 367-378. Our author analyzes important measures of educational bills introduced in the 85th Congress. Of interest to us are the many provisions for furthering the study of modern foreign languages. See article #193.
198. Stout, R.: "A Milestone in American Education," NEAJ, 47 (Oct. '58), 462-463. See article #193.
199. Summary of National Defense Education Act of 1958," HE, XV (Oct. '58), 23, et seq. See article #193.
200. Wagner, J. F.: "Clips and Comments," CE, XXVIII (Feb. '58), 372-373; XXIX (Oct. '58), 100-101. See article #193.
201. "We and the Future: Editorial Comments," GQ, XXXI (Nov. '58), 257-258. "The year 1958 was marked by two events which will become notable in the history of foreign language teaching." These two events are explained. See article #193.
- XIV. MODERN LANGUAGE STUDY (77). See also: 1-8; 8-12; 12-24; 72-79; 79-111; 111-145; 182; 183-202; 298-304; 304-318; 318-332; 332-348.
202. Abbott, R. B.: "Two Oakland Programs for Gifted Junior High School Pupils: Acceleration and Enrichment," CJSE, XXXIII (Mar. '58), 159-163. Two programs are explained for us. Foreign languages are included.
203. Aggeler, W. F.: "The Teaching of English in France," PMLA, LXXIII (Sept. '58), Part 2, 7-14. The methods used to teach foreign languages in France were chosen to suit the French school system. To be appreciated properly one must be acquainted with the organization of that system which is explained. Special attention is given to the teaching of languages.
204. Balseiro, J. H.: "Today's Situation in Latin America and Its Implications for American Higher Education," AACB, XLIV (Mar. '58), 49-54. More than ever today our colleges should encourage students to learn the languages of the Americas, to get acquainted with the history and the geography of the Western Hemisphere. This is imperative to maintain good international relations.
205. Bauer, C. E.: "L'Enseignement du français à Phillips Academy," FR, XXXII (Oct. '58), 66-69. All teachers of French will be very much interested in this description of the *Cours Spécial* taught at Phillips Academy, Andover.
206. Beaver, M.: "The Gifted Child in Foreign Language Classes," MLJ, XLII (Apr. '58), 204-205. San Luis Obispo Senior High School has attempted in many ways to solve the problem of the place of the gifted child in foreign language classes. Here are the various methods that have been tried.
207. Beberfall, L.: "Some Linguistic Problems of the Spanish-Speaking People of Texas," MLJ, XLII (Feb. '58), 87-90. The writer limits this study to three linguistic problems that persistently plague many Spanish-speaking people, and he attempts to investigate the thinking of the people as they try to express themselves.
208. Beck, R. H.: "Reflections on Dutch Education," SchSoc, 86 (May 24, '58), 240-242. A Fulbright Grant made it possible for our writer to observe aspects of education in the Netherlands. Of special interest to us is the emphasis placed on the teaching of modern foreign languages.
209. Breitenstein, P. H.: "The Teaching of Foreign Languages in the Netherlands," PMLA, LXXIII (Sept. '58, Part 2), 1-6. A knowledge of foreign languages is a major goal in the education of the Holland people. Many factors have contributed to its importance in this small, but densely populated country. In order to understand the significance of foreign language instruction in the Netherlands, the author explains the system for us, also types of schools, courses, methods used and all aspects of foreign language study.
210. Brenes, D.: "Spanish and the Spanish Psyche," MLJ, XLII (Apr. '58), 175-177. Our writer comments on a challenging article by Mr. E. Stowell on the necessity of teaching college Spanish on the college level (May, 1957).
211. Bush, R. N.: "Editorial—Sputnik and the High Schools," CJSE, XXXIII (Jan. '58), 4-6. All teachers of modern foreign languages will enjoy this editorial in favor of language study.
212. Carver, M. M.: "The Teaching of French Poetry," MLL, XXXIX (Mar. '58), 18-22. The writer gives some details of the approach used by one enthusiast for the inclusion of more poetry in modern language studies, and she describes her attempt to foster the appetite for poetry.
213. Chadbourne, R. M.: "Beacons on a French Student's Voyage," FR, XXXII (Dec. '58), 166-172. Let us follow a student of French in America, follow him from high school to a graduate seminar and seek a few beacons along the way of his spiritual odyssey. The writer draws from own experience in the excellent suggestions given.
214. Chambers, D.: "The Foreign Language Question Again," JHE, XXIX (Jan. '58), 13-22. It is most gratifying to read Dr. Chambers' arguments in favor of the study of languages. Foreign language teachers must establish themselves as a part of a dynamic liberal-arts program; they must answer questions as "Foreign languages, Why? Which ones? How? When?"
215. Cioffari, V.: "Factors Involved in Good Modern Language Teaching," PJE, 36 (Sept. '58), 93-100. An appraisal of good modern foreign language teaching involves an examination of the objectives to be achieved, the methods used, and the results obtained. Evaluation depends on the whole cycle. Dr. Cioffari carefully explains the many factors involved in good language teaching.
216. Cioffari, V.: "L'Importance d'une Deuxième Langue pour l'Entente Internationale," CMLR, XIV (Summer '58), 18-23. Dr. Cioffari explains very carefully

- the importance and need of a second language on the international scene. The study of languages is the study of mankind. It is the duty of educational leaders to find a systematic way of breaking down barriers among peoples of the world.
217. Conant, J. B.: "The Academically Talented Pupil," NEAJ, 47 (Apr. '58), 218-219. The academically talented pupil should be given every opportunity to study a modern foreign language until he maintains some degree of mastery. Dr. Conant agrees that the two-year program of language study is not sufficient to impart the needed proficiency. Much more time is needed.
 218. Derthick, L. G.: "The Russian Race for Knowledge," SLOE, 40 (June '58), 3-4. "At every turn we were struck by the emphasis on the study of languages in the schools." Commissioner Derthick explains this statement for us.
 219. Domar, R. A.: "Can Russian Courses Be Saved?" MLJ, XLII (Jan. '58), 11-17. The writer has observed that the frightening reputation of the Russian language, which keeps students from enrolling, is caused by a lack of a clearly defined objective, incorrect teaching methods, and poor textbooks. Suggestions to correct these are offered and explained carefully.
 220. Dorsky, T.: "A Guide for Teaching Puerto Rican Youngsters," HP, XXXX (Oct. '58), 68-70. Teaching English quickly and efficiently to Puerto Rican children is the task of the entire faculty, but especially of teachers of the orientation and transition classes. The writer and teachers of these classes submit a basic guide which has proved to be very helpful.
 221. "Editorial Notes," AACB, XLIV (Mar. '58), 226-231; (May '58), 253-258; (Oct. '58), 385-390; (Dec. '58), 529-535. All teachers of modern foreign languages will be deeply interested in the many items explained in these sections.
 222. "Educational Ticker Tape," SchSoc, 86 (Apr. 12, '58), 204; (Sept. 13, '58), 323; (Sept. 27, '58), 330, et seq; (Oct. 11, '58), 365, et seq; (Oct. 18, '58), 388; (Nov. 22, '58), 410. Many items of interest to teachers of modern foreign languages are explained such as the Electronic Laboratory at St. Peter's College (Jersey City), Teaching Russian in the High School—Dr. T. Huebener and Dr. H. Schueler reporting, Increasing Interest in Russian, The Traveling High School, etc.
 223. "En Marge," MLL, XXXIX (Mar. '58), 1-3; (June '58), 41-42; (Sept. '58), 81-82; (Dec. '58), 121-123. All teachers of modern foreign languages will be very much interested in the many items in this section.
 224. Fair, J.: "The Talented Youth Program," NASSPB, 42, (Dec. '58), 39-46. For various reasons stated Evanston has been able to offer a strong academic program to its students. The school honors program is explained. The foreign language department has set up honor courses in Spanish and French.
 225. Ferrigno, J. M.: "A Brief History of the University of Massachusetts Language Project," H, XLI (Sept. '58), 419-421. All teachers of modern foreign languages will be deeply interested in this account of the University of Massachusetts Project toward more effective foreign language instruction which began more than four years ago.
 226. Frank, J. G.: "Can One Really Learn a Foreign Language at School?" MLJ, XLII (Dec. '58), 379-381. Through a Fulbright Grant the writer had the opportunity to teach English in Klagenfurt, Austria, where there are no frills in the instruction of English, no tape recorders, no informants. The results in these *Lernschulen* are astounding. When the students leave such schools, they know English.
 227. Furness, E. L.: "Are We Victims of Linguaphobia?" MLJ, XLII (Jan. '58), 20-22. We must find out the reason for linguaphobia, a fear and a dislike of language study, native or foreign, which may be responsible for the failure in and the avoidance of language study. Many causes are named and explained.
 228. Gavian, R. W.: "Teaching the Academically Talented," SE, XXII (May '58), 249. Many considerations are given from the NEA Conference on the Academically Talented Pupil in the Secondary School. See article #33.
 229. "German at Thiel College," AGR, XXIV (June-July '58), 25-26. It is most heartening to know about Thiel College when calls go out for an increase in the teaching of foreign languages.
 230. Goding, S. C.: "University of Massachusetts Project for More Effective Foreign Language Instruction," MLJ, XLII (Feb. '58), 105. All teachers of modern foreign languages will profit by reading the account of this project which falls into three clearly defined stages. These are explained.
 231. Guerra, E. L.: "A Functional Program of Spanish on the Secondary Level," H, XLI (May '58), 259-263. For reasons explained our immediate objective in the teaching of Spanish is the practical one of communication, with emphasis on the four communication skills. Activities that lead to the mastery of these skills are explained. An excellent program for the teaching of foreign languages is explained.
 232. Haramati, S.: "The Teaching of Hebrew in the Israeli Army," MLJ, XLII (Mar. '58), 123-131. This is an excellent account of the teaching of Hebrew in the Israeli army to non-natives at the elementary level. The program is divided into three stages excluding the preparatory one for illiterates. Each stage is carefully explained, as is the schedule of studies and methods of instruction in each of these three stages in the course.
 233. Hughes, W. N.: "The New 'Siebs' and the American Teacher of German," MLJ, XLII (Oct. '58), 294-296. The "Siebs," a valuable reference tool and a real triumph in the effort to standardize and to unify the German language, is indispensable to students and teachers of German, for it is a very useful and accurate aid.
 234. Johnston, M. C.: "A Program of Research and Services in Modern Foreign Languages," NASSPB, 42 (Nov. '58), 48-54. Dr. Johnston explains the facilities provided by the Office of Education for assistance in the field of modern foreign language teaching. These are listed under five main categories of activities and are carefully explained. All teachers of modern foreign languages will be deeply interested in these facilities explained by Dr. Johnston.
 235. Johnston, M. C.: "Foreign Language Teaching," SLOE, 41 (Sept. '58), 16-18. The work of redesigning the instructional programs in foreign languages has become most essential to the national interest. The Office of Education can give various services that fall into five categories. These are explained. See article #234.
 236. Kenny, M.: "Foreign Exchange," CMLR, XIV (Winter '58), 23-24; (Spring '58), 32-33; (Summer '58), 38-39; (Fall '58), 26-27. We teachers of modern foreign languages will enjoy this section which enables us to share problems and successes. Suggestions are welcome.
 237. Lederer, H.: "Give the Customer What He Wants," AAUBP, 44 (Dec. '58), 761-763. Many recent studies tend to point out the practical benefits derived from the study of a foreign language. This is most important in international affairs.
 238. Lee, H. S.: "English-Korean Cognates," LL, VIII (#3 and #4, '58), 57-72. The writer believes it is most urgent to destroy the preconceived notion of Koreans that English is a very difficult language to learn. English cognates in Korean can be very helpful in learning and in stimulating interest in English. Cognates for Korean adults have been selected and are explained.

239. Lester, J. A., Jr.: "Languages and a Liberal Education," *MLJ*, XLII (May '58), 213-217. From where does the notion come that there is something *illiberal* somewhere in the study of a foreign language? Is the study of a new grammar and syntax, or new phonemes and morphemes a non-cultural affair? What is the proper place of foreign-language study in a liberal education in America today? These and other questions our writer attempts to answer for us.
240. Matías, W.: "The Teaching of Spanish as a Foreign Language in a Spanish-Speaking Environment," *MLJ*, XLII (Dec. '58), 399-401. It was a recent and valuable experience for the writer to be in charge of the Spanish courses for non-Spanish speaking students at the Inter American University of Puerto Rico. These courses, methods, materials, etc., are explained.
241. McKinney, J. and Hocking, E.: "The Modern Language Class," *NEAJ*, 47 (Mar. '58), 182-184. To understand others we must try to communicate with him through *his* language. Today, as never before, foreign-language teachers are using excellent new resources to bring others across the ocean right into our classroom. This is carefully explained.
242. Mead, R. G., Jr.: "Notes and News," *H*, XLI (Mar. '58), 90-92; (May '58), 224-225; (Sept. '58), 359-361; (Dec. '58), 518-519. All teachers of Spanish will be interested in the many items explained by Editor Mead.
243. Mead, R. G., Jr.: "The Hispanic World," *H*, XLI (Mar. '58), 97-116; (May '58), 225-245; (Sept. '58), 361-392; (Dec. '58), 520-526. All teachers of Spanish will find many interesting and valuable items in this section conducted by Editor Mead.
244. Mead, R. G., Jr.: "The MLA Foreign Language Program," *H*, XLI (Mar. '58), 85-89; (May '58), 219-224; (Sept. '58), 354-359; (Dec. '58), 512-518. Editor Mead explains many very important items of interest in the MLA Foreign Language Program which all teachers of modern foreign languages will want to read.
245. Newmark, M.: "Special Spanish—a Course for Spanish-Speaking Pupils," *HP*, XXXX (Apr. '58), 70-73. In senior high schools there is a special need for procedures for the orientation of Spanish-speaking pupils. The outline offered for a course of study for classes in "Special Spanish" is given as a contribution toward an exchange of information about this problem.
246. "News and Comment," *AGR*, XXIV (Jan. '58), 30-32; (Feb.-Mar. '58), 34-35; (Apr.-May '58), 31-32; (June-July '58), 34-36; (Aug.-Sept. '58), 37-39; (Oct.-Nov. '58), 34-36; (Dec. '58), 35-36. All teachers of German will find many items of great interest and of great value in this section.
247. "News and Notes," *ASEER*, XVII (#1), 145-148; (#2), 260-265; (#3), 389-393; (#4), 582-585. All teachers of Slavic and East European languages will be interested in the many items in this section.
248. "News, Notes, and Comments," *GQ*, XXXI (Jan. '58), 66-77; (Mar. '58), 145-155; (May '58), 228-237; (Nov. '58), 319-323. All teachers of German will be deeply interested in the many useful items explained in this section.
249. "Notes and Discussion," *FR*, XXXI (Jan. '58), 244-246; (Feb. '58), 322-325; (Apr. '58, #5), 431-439; (Apr. '58, #6), 554-563; XXXII (Oct. '58), 70-72; (Dec. '58), 178-183. All teachers of French will be interested in the many items explained and the valuable suggestions given here.
250. "Notes and News," *MLJ*, XLII (Oct. '58), 301-303. All teachers of modern foreign languages will be interested in the many items explained here.
251. "Notes," *SS*, XXX (Feb. '58), 46-51; (May '58), 113-116; (Aug. '58), 153-156; (Nov. '58), 208-210. All teachers of Scandinavian languages and literatures will be deeply interested in the many items explained here.
252. Nicoll, A.: "English Studies for Americans in British Universities," *AACB*, XLIV (May '58), 301-305. Language studies have flourished in England. For Americans there is in England an excellent choice for the study of both Old and Middle English language and literature, and in particular linguistic enquiries as the dialect surveys available at various universities indicate.
253. O'Donnell, K., (O.S.B.): "The Place of Language and Literature in a Liberal Arts Program," *CE*, XXIX (Dec. '58), 237-240. The Reverend O'Donnell explains that the study of language develops a power that is truly needed in the pursuit of every other discipline. Reasons are stated why every liberally educated man should have learned at least one language other than his own.
254. Office of Education: "Foreign Language Development Program," *MLJ*, XLII (Apr. '58), 023-204. All teachers of modern foreign languages will be deeply interested in the Problem and the Proposal of the "Foreign Language Development Program" as it is explained here.
255. Ordon, E.: "News and Notes," *SEEJ*, XVI (Spring '58), 89-93; (Summer '58), 187-191; (Fall '58), 284-288; (Winter '58), 379-385. All teachers of Slavic and East European languages will find many interesting and helpful items in this section.
256. Price, B. A.: "Feeling and a Foreign Language," *FR*, XXXII (Dec. '58), 156-159. Besides learning the correct form of a foreign language, the student must also learn to clothe the form with the cultural associations and emotions which it has in its own environment. He must learn the "feel" of a phrase, as it is used in its own culture, and transfer to it material from his own center of experience. To the meaning of phrases learned, he must continually add the feeling of meaning.
257. Ritter, A. C.: "Impressions of France: Her Schools and the Teaching of Modern Languages," *CMLR*, XIV (Winter '58), 7-13. All teachers of French will enjoy these impressions, especially those on the "Teaching of Modern Languages," as explained in this article.
258. Roger, G.: "Conseils pratiques pour l'enseignement de l'anglais," *FR*, XXXI (Apr. '58, #5), 396-404. This article is Brochure 109 EP/SD. Published in mimeographed form, it is placed in the hands of all teachers of English in France as a supplement to the *Instructions générales pour l'enseignement des langues vivantes*. In addition to throwing light upon the way that foreign languages are taught in France, it also gives the reader numerous practical suggestions to be used in his own classes.
259. Roger, G.: "Instructions générales pour l'enseignement des langues vivantes," *FR*, XXXII (Oct. '58), 52-61. The object of teaching living languages is to teach students to speak the language from the beginning, later to read and to write the language. General principles are explained, also lesson procedures, assignments and notebook work.
260. Rohrbach, H.: "Lawrence's German School," *AGR*, XXIV (Apr.-May '58), 26-27. All teachers of German will enjoy this article concerning the German School Association of Lawrence, Massachusetts.
261. Rothfuss, H. E.: "Languages and the Junior College," *MLJ*, XLII (Oct. '58), 297-300. Our author explains several reasons why every junior college student should be given a chance to study a foreign language.
262. Shattuck, R.: "The Role of Literature in Foreign Language Instruction," *FR*, XXXI (Apr. '58, #5), 420-426. The writer carefully explains the place of literature in the teaching of foreign languages, especially for the first and second years on the college level.
263. "Short Notices," *MLR*, LIII (Jan. '58), 139-147; (Apr. '58), 299-310; (July '58), 457-463; (Oct. '58),

- 620-633. All teachers of modern foreign languages will be interested in the many items explained in this section.
 264. Sister Jerome Keeler, O.S.B.: "The Importance of Language Study in American Schools, CER, LVI (Mar. '58), 174-182. Sister Jerome offers comments as to why the pendulum has swung back and forth between enthusiasm for language study and indifference or opposition to it. America's neglect of language study is tragic. Language is the key to international understanding; it is the instrument of human thought. Many are the cultural and vocational values of language study.
 265. Skelton, R. B.: "High-School Foreign Language Study and Freshman Performance," MLJ, XLII (Jan. '58), 8-10. This article appeared in *School and Society*, June 8, 1957. It is reprinted here with the permission of both periodical and author.
 266. Stone, G. W., Jr.: "For Members Only: News and Comment," PMLA, LXXIII (Mar. '58), i-v; (Apr. '58), i-iv; (June '58), i-ii; (Sept. '58, Part 1), i-iii; (Sept. '58, Part 2), i-iii; (Dec. '58, Part 1), i-iii; (Dec. '58, Part 2), i-iv. All teachers of modern foreign languages will want to read the very important and valuable items of interest in this section conducted by Editor Stone. Each item is of vital importance to all teachers of modern foreign languages.
 267. "Suggestions for Teaching—a Symposium," NEAJ, 47 (Oct. '58), 471, et seq. Of special interest to us is the section on "Foreign Language" with its many suggestions for the special-ability foreign language students.
 268. Taillon, L.: "Le Bilinguisme Scolaire au Nouveau-Brunswick," CMLR, XIV (Spring '58), 7-9. Dr. Taillon explains carefully the teaching of French as a second language, and the teaching of English as a second language.
 269. "Teaching of Russian in the United States," SLOE, 40 (Mar. '58), 12-13. Sputnik has launched many inquiries about the teaching of the Russian language. There are many signs of growing interest in Russian programs across the Nation. These are explained for us.
 270. "The Reporter," JHE, XXIX (Jan. '58), 48-51; (Feb. '58), 101-104; (Mar. '58), 158-162; (Apr. '58), 221-224; (May '58), 283-286; (Oct. '58), 396-399; (Nov. '58), 458-461; (Dec. '58), 507-510. All teachers of modern foreign languages will be interested in the many items explained here.
 271. Tulasiewicz, J. B.: "Ex Oriente Lux," E, 78 (Mar. '58), 416-420. Our writer names two basic problems we face today and discusses the second—the curriculum. The "classical type" of high school should retain the core of the humanistic type, but put more stress on foreign language study.
 272. "Values of Foreign Language Study," PMLA, LXXIII (Dec. '58, Part 2), 99. The progress made in a language, when properly taught, will have positive value and will lay a foundation upon which further progress can be built. The new experience in language study is carefully explained.
 273. Vredevoe, L. E.: "Let's Reorganize Our School System," NASSPB, 42 (May '58), 40-44. Recommendations for the reorganization of our administrative units are based on various beliefs given. Several deal with the teaching of languages. These are explained.
 274. Walker, T. C.: "Le Français Élémentaire Points the Way," FR, XXXI (Jan. '58), 235-243. The publication of *Le Français Élémentaire* and of *L'Elaboration du français élémentaire* have had a marked influence on the teaching of French as a foreign language. These two textbooks are explained as to content, method, etc.
 275. Walsh, D. D.: "The Textbook: Aid or Hindrance to Modern Language Teaching?" MLJ, XLII (Feb. '58), 59-64. All teachers of modern foreign languages will find much food for thought in this article by Dr. Walsh who says, "Views about textbooks are necessarily colored by my experience with them, not only as a user but also as a producer."
 276. Workman, J. D.: "News and Notes," MDU, L (Jan. '58), 30; (Mar. '58), 129; (Apr.-May '58), 215-216; (Oct. '58), 256-259. All teachers of German will be interested in the many items explained here.
 277. Yakobson, H. B.: "The Study of Russian in American High Schools," MLJ, XLII (Oct. '58), 272-278. Russian must find its place in the high school curriculum. That more Americans know Russian is a matter of national urgency for, as we know, it is the language of the most terrifying enemy of the free world. The writer offers statistics on the extent of the teaching of and the need for the Russian language.
 278. Zeldner, M.: "Patrick Sullivan Learns Hebrew," MLJ, XLII (Dec. '58), 404. All teachers of modern foreign languages will enjoy this account of the writer who taught Pat Sullivan some Hebrew.
- XV. MOTIVATION, STIMULATION (11). See also: 1-8; 8-12; 12-24; 79-111; 202-279; 298-304; 304-318.
279. Bégué, A.: "National Information Bureau News," FR, XXXI (Jan. '58), 265-270; (Feb. '58), 348-350; (Apr. '58, #5), 463-465; (Apr. '58, #6), 593-596; XXXII (Oct. '58), 105-108. All teachers of French will find much valuable material in this section conducted Dr. Bégué.
 280. Deuel, P. B.: "Play Reading: A Stimulating Project for Language Classes," MLJ, XLII (Feb. '58), 105-106. To meet the problem of creating and sustaining interest in college reading and in conversation classes, this play-reading program has proven to be a most successful and stimulating experience for students and professors.
 281. Dillingham, M. C.: "Revistas de Interés para Clases de Español," H, XLI (Dec. '58), 553. All teachers of Spanish will be interested in this list of *Revistas* which are explained for us.
 282. Golden, H. H.: "The Italian Contest in Eastern Massachusetts," I, XXXV (Sept. '58), 198-204. This experiment is carefully explained. It is designed to encourage and stimulate the study of Italian through the public recognition of the achievements of students of Italian in the secondary schools.
 283. Johnston, M. C.: "Teaching Aids," H, XLI (Mar. '58), 138-140; (Sept. '58), 424. All Spanish teachers will be deeply interested in the many "aids" explained by Dr. Johnston. All help to vitalize the work in the teaching of Spanish.
 284. Jump, J. R.: "Holidays by Bus in Spain," MLL, XXXIX (June '58), 63-64. All teachers of Spanish will enjoy reading this account of the writer's experience traveling by long-distance buses and coaches in sunny Spain.
 285. McClain, W. H.: "Language Teaching on the High Seas," MLJ, XLII (Mar. '58), 147-148. All teachers of modern foreign languages, educators and those interested in travel will enjoy the writer's experience as language coordinator of the TRIP program on the "Arosa Sun" on her voyage from Quebec to Bremerhaven.
 286. McCracken, M. E.: "Learning about Mexico through Maps," SE, XXII (Nov. '58), 361-362. The writer describes a project she carried on with a sixth-grade class in the Stewart School, Chicago, Illinois. Out of an intense interest in maps and globes this unit on Mexico emerged. The map approach proved to be most stimulating.
 287. Obuchowski, C. W.: "French Newspapers as a Teaching Aid," MLJ, XLII (Oct. '58), 290-293. Many are the potentialities of various foreign language news-

papers in widening the circle of the student's cultural experience. The newspaper is a ready-made cultural miscellany. The author discusses the procedure he used with foreign language newspapers as an instructional medium, and he names and explains those he would recommend.

288. Trifilo, S. S.: "Nineteenth Century English Travel Books on Argentina: A Revival in Spanish Translation," H, XLI (Dec. '58), 491-496. All teachers of

Spanish will be interested in these travel books on Argentina.

289. Weeks, M. S.: "Hidden Persuasion for French," MLJ XLII (Dec. '58), 402-403. Each has his or her devices found to be successful in teaching certain grammatical points. Here are several that the writer found most successful. When appropriately spaced they have proved to be effective bait to stimulate interest and make hard work palatable.

XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (3).

See also: 8-12; 12-24; 79-111; 182; 202-279; 318-332.

290. Casaubon, T. P.: "A New Concept in Language Training," CMLR, XIV (Winter '58), 14-15. This new concept is a recognition that the ear must be thoroughly tuned to the new language before speech is attempted, that the earlier a child acquires this comprehension of a foreign language the better, and that any normal child can learn to understand and speak a foreign language.
291. Hildreth, G.: "Learning a Foreign Language," FR, XXXI (Feb. '58), 307-316. The two aspects in learn-

ing a modern foreign language, psychological principles of learning a second language with the difficulties encountered by a child or by an adult, promising features of language instruction, the use of various aids etc., are explained.

292. Hodgson, F. M.: "An Experiment in Language Learning," CMLR, XIV (Spring '58), 17-20. This article is reprinted from *Modern Languages* (London XXXVIII (Sept. '57).

XVII. READING, MATERIALS, METHODS, VALUES (5). See also:

1-8; 8-12; 12-24; 79-111; 111-145; 202-279; 318-332.

293. Jones, W. K.: "Why Study Spanish?" H, XLI (Sept. '58), 411-414. Our writer considers for us the various values—economic, commercial and social—of the study of Spanish. These are carefully explained.
294. Nock, F. J.: "Foreign Languages as a Graduate Study Requirement," CU, 33 (Winter '58), 154-162. This study deals with a reading knowledge of one or more foreign languages as a requirement for the degree of Doctor of Philosophy. A picture of the situation, suggestions for change and improvement are offered.
295. Paneth, E.: "Training for Interpreting," MLL, XXXIX (Mar. '58), 23-29. Our writer explains very carefully the several different groups of students who are being trained for interpreting and the methods used. Naturally different aspects are stressed at dif-

ferent continental institutions.

296. Rinker, F.: "Subject Matter, Students, Teachers Methods of Teaching, and Space Are Redeployed in the Newton Massachusetts High School," NASSP, 42 (Jan. '58), 69-80. All teachers of modern foreign languages will be interested in the section entitled "Modern Language on Lp's."
297. Standing, M.: "A Method for Correction of Sentences," CMLR, XV (Fall '58), 19-20. In language teaching the teacher will use various methods so as to avoid stereotyped lessons. The method explained here has been found to be a very satisfactory way of correcting sentences that have been translated into the foreign language as a homework assignment.

XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, SOCIALIZATION (6).

See also: 1-8; 8-12; 12-24; 79-111; 111-145; 202-279; 293-298.

298. Etnire, E. L.: "Artes de España—New Realia for Spanish Classes," H, XLI (Sept. '58), 423-424. Your students will be stimulated by becoming members of this club—Artes de España. The address, price of membership plan is given, and the writer describes some of the materials received.
299. Hunt, J. A.: "The Course in French Civilization: A Confiteor," FR, XXXII (Dec. '58), 173-177. Our writer believes that, in regard to courses in French civilization, we must redefine, reorganize, and remethodize. The scope and content of the course in French civilization must be drastically reduced. Topics to be eliminated are named, and the content of the proposed course is carefully explained.
300. "¡Ole! Pan American Day," SLOE, 40 (Mar. '58), 8-9. Our North American schools find many ways to

observe Pan American Day. Here is a view of some of last year's observances in our country.

301. Steinhauer, D.: "French Teaching Aids and Realia," CMLR, XIV (Summer '58), 42-45, et seq. The suggested items represent a minimum kit that teachers of French will find useful in their classrooms.
302. Topp, R. G. and Choldin, H. W.: "Tips for Teachers," CHSJ, XXXIX (Mar.-Apr. '58), 225. All Spanish teachers will want to read the account of the students in "Foreign Language Classes Translate Books for Children" in this section.
303. "Why Learn Foreign Languages," CMLR, XV (Winter '58), 19. This is a most amusing little sketch which was presented by Prof. and Mrs. Gelman of Toronto.

XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (14). See also: 72-79; 79-111;

111-145; 202-279; 293-298; 298-304; 318-332; 332-348.

304. Dykstra, G.: "Linguistics and Language Teaching," TCR, 59 (May '58), 460-464. The teacher who has a background in linguistics emphasizes the habit-developing practices. Laboratories provide an excellent opportunity for the habit-developing phase in practice with various exercises. Linguistics has brought into language teaching a high regard for observation and experiment. All these are explained.

305. Fisher, H. H.: "Growing Pains of Slavic and European Area Training," ASEER, XVII (#3), 346-350. All teachers of Slavic and East European languages will be much interested in this account of the problems and progress made in this area of teaching and training programs.
306. Hammond, L. M.: "The Master's Degree Program," AACB, XLIV (Mar. '58), 65-70. Our writer discusses

- the necessity of obtaining a master's degree as preparation for teaching in a liberal arts college. Excellent suggestions for this are given. It is gratifying to note that the writer believes the student should have a reading knowledge of at least one foreign language for reasons explained.
307. Kaulfers, W. V.: "Teacher-Education Examinations from Guatemala," *SchSoc*, 86 (Oct. 25, '58), 378-381. What the normal school students are expected to know about education before they start teaching in elementary schools in Guatemala is partially answered in 3 examinations translated from Spanish by Dr. Kaulfers.
 308. Le Roy, G. C.: "Two Problems in General Education," *JHE*, XXIX (June '58), 301, et seq. A program for graduate preparation of teachers of the humanities requires three components. Of interest to us is the new kind of language course to be developed.
 309. Marchand, J. W.: "Teaching, Testing and the Ph.D. Language Requirement," *MLJ*, XLII (May '58), 238-243. The suggestions given "have been both theoretical and practical. It is believed that the setup outlined is superior to programs now in effect, in that it is more practical and realistic."
 310. Mc Cloy, C. H.: "A Letter to the Dean of the Graduate College," *MLJ*, XLII (Jan. '58), 45-46. This letter is relative to the matter of requirements regarding foreign languages as tools of scholarship for graduate students working towards the doctorate.
 311. Miller, M. M.: "We Need to Prepare More Language Teachers," *MLJ*, XLII (Jan. '58), 47. Many teachers of modern foreign languages will be deeply interested in this situation in Kansas.
 312. Penzl, H.: "Linguistic Training and the Teaching of Languages," *LL*, VIII (#3 and #4, '58), 1-3. Our writer explains why all teachers of languages should be familiar with the techniques of both diachronic and synchronic linguistics.
 313. Politzer, R. L.: "On the Relation of Linguistics to Language Teaching," *MLJ*, XLII (Feb. '58), 65-68. In this article the writer attempts to clarify what is meant by "Applied Linguistics." The main categories according to which the actual application of linguistics to language teaching may be classified are given and a description of how linguistics is being used.
 314. Pulgram, E.: "Linguistics for Language Teachers," *FR*, XXXI (Apr. '58, #5), 410-419. Any method a language teacher employs can be improved by a knowledge on the part of the teacher of the principles and methods of linguistics, of what makes language and language learners behave, or misbehave, as they do. An excellent program of courses is named and explained for prospective teachers who go on to graduate schools to obtain a Ph.D.
 315. Pulgram, E.: "Linguistic for More Language Teachers," *FR*, XXXII (Dec. '58), 147-155. This article explains what the average French teacher, who simply cannot be expected to take five courses of graduate work in the field of linguistics, should know about the field, how he should go about learning it, and how it will make him a more effective teacher of French.
 316. Stein, J. M.: "The Amateur Profession," *GQ*, XXXI (Mar. '58), 133-137. Our writer believes that the ideal of the scholar-teacher should remain our goal and that we need only provide more realistic means for our graduate students to become scholar-teachers. A proposed course of study for the MA degree is given with this in mind.
 317. Tyre, C. A.: "Wanted: Teachers," *H*, XLI (Mar. '58), 17-25. Dr. Tyre, has made a study of the shortage of modern foreign language teachers for all levels of instruction. He stresses the need for more and better qualified teachers of Portuguese and Spanish, of foreign languages in general.
- XX. TESTING, APPRAISALS, EVALUATION (14). See also: 1-8; 8-12; 12-24; 79-111; 111-145; 202-279; 293-298
318. Birkmaier, E. M.: "Foreign Languages," *RER*, XXVIII (Apr. '58), 127-139. Dr. Birkmaier reviews and comments on publications in the foreign language field, findings of publications in the foreign language field, FLES, Articulation, Curriculums in High Schools and Colleges, Teacher Education, Summaries and Interpretations of Research; and she gives an Evaluation and Bibliography. We wish to call Dr. Birkmaier's attention to the fact that published yearly in the *MODERN LANGUAGE JOURNAL* is my "Annotated Bibliography" which is a general Bibliography, but a general Bibliography that deals entirely with modern foreign language teaching, all of it useful, we believe, to teachers of modern foreign languages. We also wish to state that the *BIBLIOGRAPHY* published by UNESCO has included my "Annotated Bibliography."
 319. "College-Level Course Syllabuses," *NASSPB*, 42 (Dec. '58), 154-172. Teachers of French, German and Spanish will be interested in the course descriptions and some suggestions concerning examinations in the Advanced Placement Program of the College Entrance Examinations Board (CEEB). Each subject area is presented in two sections. These are explained.
 320. de Lepinois, P.: "Educating Foreign Illiterates in English," *MLJ*, XLII (Apr. '58), 178-185. The need for some means of training foreign illiterate service personnel to such a degree of literacy in English that they could assimilate training in United States Technical schools is evident. The writer describes and evaluates such a training program at the Lackland Air Force Base, Texas. Some implication for further research is also given.
 321. Farley, R. A.: "Background Notes on Syntactic Arrangement," *H*, XLI (Sept. '58), 318-323. Various grammars of Spanish are categorized into two types, according to our writer, at least with regard to statements concerning syntactic order. These are explained.
 322. Harding, F. D., Jr.: "Tests as Selectors of Language Students," *MLJ*, XLII (Mar. '58), 120-122. It is the purpose of this report to describe a study which indicates that in certain situations, specially designed aptitude tests are as effective as a trial course in predicting later performance in language training. The study was conducted to determine whether it would be feasible for the Air Force to use aptitude tests to select students for Russian language training. Conclusions are stated.
 323. Hollmann, W.: "The German Achievement Test of the College Board," *GQ*, XXXI (Mar. '58), 128-132. In recent years the College Board's Achievement Test in German has undergone a gradual change. The changes are explained, and an account of the rationale behind the changes is given for those who prepare students for tests and for those who use the results.
 324. Keeton, K.: "A Critical Appraisal of the Fulbright Summer Seminar," *GQ*, XXXI (Mar. '58), 123-127. Both destructive and constructive criticisms are given of the Fulbright Summer Seminar in Germany.
 325. Ornstein, J.: "Foreign Language Training in the Soviet Union—a Qualitative View," *MLJ*, XLII (Dec. '58), 382-392. These data do provide a more balanced view of Soviet theory and practice in the language teaching field in secondary and higher education than exists at present. The General Background, Language Training in the Ten-Year School, the Experimental Ten-Year "Language" Schools, Languages in Higher Education, are clearly explained. Interesting conclusions are drawn.
 236. Rudman, H. C.: "Are Soviet Educational Methods

- Appropriate for American Schools?" E, 79 (Dec. '58), 247-255. The writer discusses Soviet educational methods and expresses his opinion as to whether they are not appropriate for American schools. Tables given show the extent to which modern foreign languages are taught in the Soviet Union schools beginning in grade I. We disagree with the writer's statement, "No clear evidence is forthcoming that the study of a foreign language is a necessary part of one's basic elementary education."
327. Sacks, N. P.: "Spanish Placement Tests for College Freshmen," MLJ, XLII (May '58), 244-247. This study is offered primarily for the benefit of those departments of modern languages that do not use placement tests in their programs and wonder as to their desirability and usefulness. One standardized test is described briefly, and the results of experimentation with it are presented.
328. Saisselin, R. G.: "Une Grammaire de poche au siècle des lumières," FR, XXXI (Apr. '58, #6), 534-537. All teachers of French will be interested in the writer's comments regarding this pocket edition in this day of
- travel. It contains the necessary grammar, a practical vocabulary and some interesting dialogs.
329. Sisto, D. T.: "Aural Tests in Spanish Grammar," MLJ, XLII (Nov. '58), 337-340. Oral pattern drills are built for the purpose of teaching not testing. This is explained. The construction and the administering of aural comprehension tests in Spanish grammar are discussed. Spanish was chosen as the target language because of its nearly perfect phonetic pronunciation.
330. Sisto, D. T.: "Tests in Reading Spanish," MLJ, XLII (Jan. '58), 23-26. Our writer discusses the problem of building good reliable tests in reading the Spanish language. The chief concern is to test the student's ability to "read" the printed page with some degree of comprehension. There can be different types of tests for different levels of progress. These are explained.
331. Templeton, M.: "Evaluation of Spanish Films," H, XLI (Mar. '58), 116; (May '58), 245-246; (Sept. '58), 393; (Dec. '58), 537. Spanish films for use in classroom or club are evaluated for us.

XXI. VOCABULARY, LANGUAGE, ORTHOGRAPHY (17). See also:
1-8; 8-12; 12-24; 79-111; 202-279; 290-293; 304-318.

332. Anthony, E. M.: "Reading Tone in Thai Syllables," LL, VIII (#3 and #4, '58), 21-26. As our writer explains, Thai is a tone language. Each syllable contains a characteristic pitch, an integral part of that syllable. Five tones are named, and they must be recognized when one is reading Thai.
333. Astington, E.: "Vocabulary Selection in French Teaching," MLL, XXXIX (Sept. '58), 102-107. Our writer comments on various works dealing with basic active minimum vocabulary and frequency of the occurrence of words in spoken French.
334. Chandler, R. E.: "Spanish-Portuguese Transfer," MLJ, XLII (Nov. '58), 329-336. This article demonstrates that the speaker of Spanish can change many Spanish words into their Portuguese equivalents, thereby making an important step toward speaking this sister language. It also demonstrates that learning to speak Portuguese is not a difficult task. A system of vocabulary transfer is presented.
335. Coates, M. W.: "The Spanish Language in Uruguay," H, XLI (May '58), 206-208. The writer suggests that possibly few Spanish teachers realize what a fertile field for study one finds in Uruguay, and she relates some interesting experiences of her stay in that country.
336. Dabray de la Hève, J.: "The Canadian's French," CMLR, XIV (Summer '58), 30-32. Numerous and curious differences existing between Canadian and Parisian French words and expressions are explained for us. These are taken from "Dictionnaire Général de la Langue française au Canada," Louis-Alexandre Bélie.
337. Dulsey, B.: "Spanish Orthography (1781-1796)," H, XLI (May '58), 211-213. This is a comparison of *Gramática de la Lengua Castellana* (1796) and *Educación y Estudios de los Niños y Niñas* (1781).
338. Hietsch, O.: "Meaning Discrimination in Modern Lexicography," MLJ, XLII (May '58), 232-234. The writer comments on a recent article on the same topic in the *Journal* written by Dr. Iannucci in which he discusses drawbacks of many bilingual dictionaries which, in many cases, still fail to be dependable guides to the proper equivalents in the foreign language.
339. Krauss, P. G.: "The Increasing Use of English Words in German," GQ, XXXI (Nov. '58), 272-286. In this study are included English words compiled from issues of German magazines and newspapers published since 1956. By listing all words encountered, including those known in Germany prior to 1945 and checking their occurrence in representative German dictionaries of the past fifty years, one observes the growing use of English loans in German, especially since the end of World War II.
340. Leconte, M.: "Le Français Élémentaire et la fréquence," FR, XXXI (Apr. '58, #6), 524-527. All teachers of French will enjoy this article on "Français élémentaire" and word frequency lists.
341. Mann, S. E.: "Initial X/Š in the Slavonic Languages," SEER, XXXVII (Dec. '58), 131-140. A large part of the Slavonic lexique is taken up with words displaying initial X/Š. In the Slavonic language, whose Indo-European phonology is otherwise regular, the existence of this phoneme-pair at the beginning of words stands out as an apparent anomaly. No single phoneme postulated for prototype Indo-European corresponds to it. This is carefully explained.
342. Raun, A.: "Word Stress in Estonian," LN, VII (Nov. '57-Oct. '58), 349-355. In Estonian, stress is not distinctive, except in a few cases which are explained. The stress is marking, not distinctive. Length is the most important factor in stress; loudness, pitch and contact play secondary parts on the word level.
343. Reid, J. R.: "A Note on Spanish Intonation," LN, VII (Nov. '57-Oct. '58), 433-435. All teachers of Spanish will enjoy this discussion on Spanish intonation. The writer hopes others continue to write on this subject.
344. Schmalstieg, W. R.: "The Thematic Vowel in Baltic," LN, VII (Nov. '57-Oct. '58), 428-432. In the Baltic languages the thematic vowel -a- (*IE-o-*) has been generalized throughout the paradigm of the etymological -e/o- verbs at the expense of the vowel -e-. This is explained.
345. Schmalstieg, W. R.: "The Vocalism of the Lithuanian Sigmatic Future," SEEJ, XVI (Summer '58), 120-129. A striking difference between the Slavic and the Baltic languages is the presence of the sigmatic future in the latter and its absence in the former. Listed are the forms of the sigmatic future as found in Standard Lithuanian, Sanskrit, and Greek to help the reader in this study.
346. Voge, N.: "The Post-Positive Article of Avvakum and the Problems of Norms in Seventeenth-Century Russian," SEEJ, XVI (Summer '58), 115-119. All teachers of Russian will be interested in this study of the post-positive article and the problem of norms in seventeenth-century Russian.
347. Wagner, R. F.: "Deutsche Sprichwörter," CMLR

Abbot
Aggele
Alexan
Allen,
Allen,
Anders
Anger
Antho
Asting

Balseir
Bauer,
Beaver
Beberf
Beck, I
Bégué,
Bettier
Birkma
Borglun
Bowen,
Breiten
Brenes,
Brickm
Brinkm
Bronner
Brooks,
Brown,
Bush, R

Caldwel
Carney,
Carver,
Casabou
Chadbo
Chambe
Chandle
Choldin
Chomei,
Ciofiari,
Coates,
Conant,
Cunning

Dabray
Davis, J
Decker,
de Guzm
de Lespi
Derthick
de Sauzé
Deuel, P
Dickinson
Dillingha
Domar, E
Dorsky,
Dreyfus,
Duke, L
Dulsey, E
Dunkel, E
Dwyer, J
Dykstra,

Eales, J.
Eastwood
Eisenhow
Ellert, E.
Engelbert
Etnire, E.

XIV (Spring '58), 20-22. Many textbooks in German give a sampling of proverbs and sayings. Not enough are given when we consider their importance and significance as a rich cultural heritage and as an abundant vocabulary treasure. A "Selected List of German

Proverbs and Sayings" is given.

348. Weir, R. H.: "The Phoneme in Language Teaching," LL, VIII (#3 and #4, '58), 15-20. This paper is limited to the description and teaching of a sound system. It does not explain when to teach it, but how to teach it.

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* * *

Real Competency

An encouraging sign of growing public support for higher subject-matter requirements for public school teachers is furnished by an editorial in the *Providence Evening Bulletin*. Endorsing a proposal made by the Rhode Island chapter of the NEMLA to the Department of Education to double the hours of foreign language required in college under certain circumstances, it concluded:

Greater demand for high school language instruction in the years immediately ahead is probable. That means that more language teachers will be required, and a temporary shortage of teachers may result. The shortage will cause pressure to be exerted on the state department to lower, rather than raise, certification standards. And it is true that a teacher with two and one-half years of language in college is better in the high school classroom than a teacher with no language instruction at all. But not a great deal better, if real competency in modern languages is to be the goal of high school instruction, Rhode Island should seek no lesser goal.

Should other states be more easily satisfied?

* * *

Notes and News

French for Elementary Schools

Of the many children learning foreign languages in the elementary schools of the greater Pittsburgh area roughly three thousand are learning French under a program initiated in 1957. The participating systems include two Pittsburgh schools, two suburban school systems, the Forest Hills Schools, the Fox Chapel Area Schools, and one private school, the Falk School. (The project is financed with funds provided by the four school districts in which these schools are located, and a matching grant from the Buhl Foundation.)

As projected, in three years a "little-by-little" oral-aural French program was to be operating on a building-wide basis from kindergarten through grade V. The teaching was to be done by the classroom teacher after adequate training by consultant specialists in French with experience in elementary school language teaching. The first year, 1957-1958, officially encompassed the kindergarten and grades I through III. In the following two years grades IV and V were added, so that in the present year 1959-1960 oral French is being used in the French Project schools from the beginning through grade V. It should be mentioned that a smaller pilot program has been one grade ahead of the larger program, ensuring a degree of "road-testing" of the materials and methods.

Inasmuch as the project has been possible only because the ingredients needed for its successful execution were at hand (predisposition of school administrators, school boards, and communities), adequate personnel had to be found to serve as responsible working members of a central staff. Four members comprise this staff: a director charged with over-all operations, a school consultant charged with school liaison, and two consultants entrusted with the basic in-service training of the classroom teachers.

The preparation of the teacher, a monumental challenge, was and is of continuing concern to the staff. During the summer preceding the first school year, a summer workshop was held under project sponsorship. This six-weeks session was followed in the fall and spring of 1957-1958 by a similar course of instruction, during which time the lesson units were taught to the teachers. Every possible means was used to obtain the consent of the teachers for this new program. Tape recorders, films, slides, pictures, and three-dimensional objects were used in the course of instruction. Experienced elementary school teachers added new approaches in methodology. Since the teaching is essentially object-centered with some situation-oriented material, the teachers were able to contribute much to the workshop sessions. The University of Pittsburgh has since sponsored regular summer sessions of the French workshop.

During the regular school year the consultants continue

the in-service training by having bi-weekly meetings with the teachers in each building. They then go over the units to be taught (not less than five nor more than twenty minutes per day) by the classroom teacher. These training periods are supplemented by the availability of tape recordings of the phrases. The material has evolved out of much use in the classrooms, and it has been published by the University Press under the title "First French Handbook for Elementary School Teachers," by Goldby and Kolbert. This manual contains supplementary material in addition to the basic units.

The goal of the project is to insure a minimum continuous program in French which will overcome the usual oral foreign language difficulties. Reading, and even writing, may come later for all or a selected segment of those now involved. Teachers and staff members will help in finding future solutions.

In the meantime, pupils are learning to communicate verbally in another tongue. The problems raised and their solution are not limited to the French language, and the principles involved are applicable to many languages. In this sense, the French project is a laboratory program for any other language teaching at this level.

Though some caution should be exercised in prematurely announcing unqualified success, there is objective evidence that, with some weaknesses, the program is achieving its aims. At the end of its second year, it engaged the services of an outside specialist, Dr. Blair Hanson, who with the aid of Dr. June Mulry, specialist in Elementary School work, tested a representative sampling of pupils. This was done orally, and the "communicative" attainments of the pupils were reduced to quantitative judgments, as well as was possible. There were some weak spots, but the over-all results were good. Dr. Hanson's evaluation is available upon request as long as the supply lasts. Further testing at the end of the year 1959-1960 should reveal comparative data of interest to those contemplating similar programs.

The French Project for Elementary Schools is but one of a number of programs serving the national need. It has elicited the support and co-operation of the community and of international agencies. It has helped in one area to crack the mono-lingual shell of some three thousand Americans. The more anonymous heroines in the project are the classroom teachers who are realizing a potential they did not suspect they had, and who are preparing their pupils for the more specialized services of our teachers of modern languages.

B. W. HASELTINE

University of Pittsburgh

A Danish Experiment in Foreign Language Instruction

An article in a recent issue of the educational journal, *Dansk Paedagogisk Tidsskrift*, described an experiment in foreign language instruction involving the exchange of recorded tapes between Denmark and England.¹

As Evald Poulsen described it, his project was carried on by "a very ordinary fifth grade, a very ordinary English class with a couple of very ordinary teachers." Nothing sensational was offered, only "a couple of tips for some delightful foreign language classroom hours."

His class had studied English for an half year and had acquired about 400 useful words. In order to acquaint the English children with class progress an alphabetized list of these words was duplicated and forwarded to England. They were then ready to exchange recorded tapes.

In working out the first tape the Danes were amazed at the number of things of interest to English children that could be described with the limited vocabulary. Recordings consisted of question-answer dialogues, minor play-acting taken or adapted from language texts, an occasional game or song, all connected with suitable commentary.

The music teacher was very helpful and the class was able to teach their English friends both a Danish and even an English song.

As Poulsen put it, "My colleague in Grimsby is eminent!" Not only was the tape received from England suitable in vocabulary and spoken slowly and distinctly by both the teacher and his pupils, but it was accompanied by duplicated material for each Danish pupil containing sketches, word clues, explanations of new words and a portion of the continuing story, *Havelock the Dane*.

Important product of preparations for recording was a "mass of working material, stimulating material." While the text still formed the basis for instruction, tapes provided an opportunity to use that learned from the book, the class was "no longer to be bound to the top of page 33 or the bottom of 45." Similarly, the material received from England gave the pupils "something to work on."

By using two recorders, Poulsen was able to edit the working tape, select appropriate and satisfactory materials, mix and comment at his home "in peace and quiet." Class time was spared and the end product more polished.

The exchange has extended beyond tapes to include pictures, posters, drawings, newspaper clippings, stamps, and colored slides.

But, the author points out, this is not a one-sided bonanza. From England came teachers' letters and school newspapers extolling the exchange. They enjoyed the stimulation from abroad, the new purposes, the opportunity to perfect their own language.

And the Danes? They consider their greatest reward the chance to experience the language with pupils directly involved.

It is, he maintains, too limited in scope to evaluate, "but one can establish that it has been an *experience*."

JOHN F. OHLES

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Fredonia, N. Y.

¹ Poulsen, Evald, "Vi 'Baander' Med England," *Dansk Paedagogisk Tidsskrift*, Vol. 7, No. 7: 313-322, October, 1959.

Goethe House Student Essay Award

A five hundred dollar check and a free airplane trip to Germany are being offered by Goethe House, New York's American-German cultural center, to college or university students in the mid-Atlantic states for the most "perceptive and original essay" on some phase of German life. Known as the "1959-1960 Goethe House Student Contest," the competition is open to college seniors or graduate students who are United States citizens and who are registered at a college or university in Connecticut, Delaware, Washington, D. C., Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont.

According to Dr. James B. Conant, President Emeritus of Harvard University and President of Goethe House,

the purpose of the award is to stimulate American students to discuss problems concerned with present-day Germany, its historical background, its social, economic or cultural achievements. The 500 dollar prize, to which the Federal Republic of Germany has added a free round-trip air passage New York-Germany, is intended to assist in creating a broader understanding by Americans of modern Germany. The offer of a second prize is being considered. The cash award is to be used for summer travel in Europe, including Germany. Goethe House will attempt to arrange publication of the prize-winning essay in a periodical of general circulation. Deadline for the submission of essays, which must be between 3500 and 5000 words in length, is February 28, 1960.

An Experiment in Education

Chiefly to confirm my idea that high school students are as capable of learning a foreign language as they ever will be, and that consequently they should be able to learn along with an unwatered-down college class, I invited all interested local high school students to attend my summer session beginning French class. In making the announcement some weeks before the end of school last spring, the superintendent assured the students that they would get

one year of high school credit for each successfully completed semester.

By pure chance the enrolment was one each from grades eight, nine, ten, eleven, and twelve. I had not expected anyone so young as grade eight to be interested, but when a girl I knew to be among the top three or four of her class inquired, it was my curiosity rather than alarm she aroused. I suspected she was brighter than some of the college

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students would be, and it surprised the latter considerably more than it did me when she led the entire class on the test we had at the end of the first week. I had given her no extra coaching of any kind. The excitement of being a "college student" had been enough to keep her interest high for the first week, and the thrill of leading the class was enough to keep it up for another week. From then on she found it increasingly difficult to get her assignments done. A discouraging factor was the piling up of grammatical terms with which she was unfamiliar. But I doubt if even this disadvantage would have kept her from trying to lead the class had the time required for study been an hour a day. When I ran out of my store of pedagogical tricks for stimulating interest I resorted to an extra class at eight in the morning. The pretense was to give her and the grade nine student extra practice in speaking French, since they would not be able to have any after the summer was over. The real reason for the additional period was to help them get started on their assignments so that they would not have more than about two hours to put in after the regular class was over at noon. This was the only help that either she or the grade nine student got, but it was enough to keep them up with the average of the class till the end of summer.

The grade nine boy lived on a farm some two miles distant. Because he said nothing about it, I did not discover till towards the end of the summer that my starting that special class at eight had meant that he had to get up at five in the morning instead of six in order to get his chores done before class began. But he never missed a day.

The girl from grade ten did not show up for the first day's class, but came to the house that evening to explain she had spent the day running a tractor on her uncle's nearby farm, trying to decide if she would prefer that to the French class. Nevertheless, I briefed her on what we had done, and persuaded her to start at least. In spite of her distractions, she got her assignments done for the first week, but by the end of the second week I was glad to agree that the healthy atmosphere of a farm would prob-

ably be better for her than studying in a stuffy classroom.

The girl from grade eleven whose primary motive was the securing of the two credits which would have enabled her to graduate from high school in three years, kept up to the average of the class for the first two weeks. She then took a job in her father's motel. The strain of a minimum four hours of study each day of the week for the intensified pace of the shorter summer session, had been too great for what I considered to be largely an artificial motivation.

The boy from grade twelve would not have come had he been able to get a job. As none was available he began the course on the understanding that he could leave in case one turned up. Strangely enough, when he was offered a temporary job two weeks later, he hesitated to take it even though that meant losing almost two hundred dollars. The deciding factor in his choice was the consideration that he would be able to borrow the money he would need to attend the engineering school at which he would be unable to study a language. His performance for the summer was inferior only to that of the two or three older students who were more intensely motivated by keenness for high grades.

On the last day of class I invited a French friend to speak to the class for a few minutes. I inferred from the discussion following the lecture that the two youngest members of the class had understood more of what she had said than had the others. Possibly this was due to the few extra hours of practice they had had in conversation, but I believe more to their concentrating on her thought, whereas the older ones listened for words, and as soon as an unfamiliar one was used they lost track of what was being said in the effort to find a translation. Altogether, my summer convinced me that our college-bound high school students could, if given the opportunity, arrive there equipped to enter at once the glorious world of literature.

JOHN W. PETERS

Muskingum College

A Note on Teaching the German Adjective

German grammars often present an unwieldy treatment of the German adjectives. Recent pedagogical articles¹ on this subject appear to lighten neither the teachers' nor the students' burden. On the basis of successful classroom teaching of the German adjectives, I should like to present my method.

By the time I teach the adjective endings the class has studied the *DER*-words, *EIN*-words, and the declension of nouns. Since the learning of the adjective endings dovetails neatly with this previously taught material, a rapid review of these three topics is first on the pedagogical agenda. It is only after this careful review that I pursue with my class the elusive adjective endings. Let me illustrate my method by four simple rules, with appropriate examples and paradigms.

Rule Number I: An ADJECTIVE in German used as a PREDICATE never has an ending.²

Singular

Der Mann ist *gut*.
Die Frau ist *klein*.
Das Kind ist *schön*.

Plural

Die Männer sind *gut*.
Die Frauen sind *klein*.
Die Kinder sind *schön*.

Rule Number II:³ A *DER*-word (*dieser*, *jener*, *jeder*, *welcher*) followed by an ADJECTIVE, followed by a NOUN has the ending "e" in five places. All the other adjective endings are "en."

² Since so many college students know some French and (or) Latin and (or) Spanish it is important to make clear to them that the German and English predicate adjective does not agree in gender and number with the subject as it does in French, Latin, and Spanish.

³ This is the *DAN* construction. It is a mnemonic word composed of the first letters of *Der*-word, *Adjective* and *Noun*.

¹ Seymour, Richard K.: "A Note on Teaching the German Adjectives," *MLJ*, 43 (1959), pp. 276-278. Footnotes 1 and 6 of this article furnish additional bibliography on recent literature dealing with the adjectives in German.

Singular		
m	f	n
N dieser gute Mann	jene kleine Frau	welches schöne Kind
G dieses guten Mannes	jener kleinen Frau	welches schönen Kindes
D diesem guten Mann	jener kleinen Frau	welchem schönen Kind
A diesen guten Mann	jene kleine Frau	welches schöne Kind
Plural		
m	f	n
N diese guten Männer	jene kleinen Frauen	welche schönen Kinder
G dieser guten Männer	jener kleinen Frauen	welcher schönen Kinder
D diesen guten Männern	jenen kleinen Frauen	welchen schönen Kindern
A diese guten Männer	jene kleinen Frauen	welche schönen Kinder

Rule Number III:⁴ An *EIN*-word (mein, dein, sein, unser, euer, ihr, kein) followed by an ADJECTIVE, followed by a NOUN has an irregular ending in the same *five* places the *DAN* construction had. All the other adjective endings are "en."

Singular		
m	f	n
N mein guter Mann	seine kleine Frau	unser schönes Kind
G meines guten Mannes	seiner kleinen Frau	unseres schönen Kindes
D meinem guten Mann	seiner kleinen Frau	unserem schönen Kind
A meinen guten Mann	seine kleine Frau	unser schönes Kind
Plural		
m	f	n
N meine guten Männer	seine kleinen Frauen	unsere schönen Kinder
G meiner guten Männer	seiner kleinen Frauen	unserer schönen Kinder
D meinen guten Männern	seinen kleinen Frauen	unseren schönen Kindern
A meine guten Männer	seine kleinen Frauen	unsere schönen Kinder

At this point I sum up Rule Number II (the *DAN* construction) and Rule Number III (the *EAN* construction) schematically as follows:

Singular			Plural
m	f	n	mfn
N e* [er]**	e* [e]**	e* [es]**	-----
G -----	-----	-----	-----
D -----	-----	-----	-----
A -----	e* [e]**	e* [es]**	-----

Rule Number IV:⁵ When only an ADJECTIVE precedes the NOUN the ending on the adjective is the same as the ending on the *DER*-word. However, there are two exceptions. The singular masculine and neuter adjective ends in "en."

Singular			Plural		
m	f	n	m	f	n
N guter Mann	kleine Frau	schönes Kind	N gute Männer	kleine Frauen	schöne Kinder
D guten Mannes	kleiner Frau	schönen Kindes	G guter Männer	kleiner Frauen	schöner Kinder
D gutem Mann	kleiner Frau	schönem Kind	D guten Männern	kleinen Frauen	schönen Kindern
A guten Mann	kleine Frau	schönes Kind	A gute Männer	kleine Frauen	schöne Kinder

* Denotes the irregular adjective endings of the *DAN* construction.

** Denotes the irregular adjective endings of the *EAN* construction.

-- Denotes the adjective endings "en."

⁴ This is the *EAN* construction. It is a mnemonic word composed of the first letters of Ein-word, Adjective and Noun.

The four rules just enumerated are fundamental for the introductory study and mastery of German adjective endings. These four rules are pedagogically, grammatically, and logically sound. They are based on previously learned subject matter; they teach and allow drill on one aspect of the topic at a time; they introduce no unnecessary terminology; and finally, they avoid variations, refinements, and exceptions.

Yeshiva University

RALPH P. ROSENBERG

⁵ This is the *AN* construction. It is a mnemonic word composed of the first letters of Adjective and Noun.

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Book Reviews

Mason, Germaine, *A Concise Survey of French Literature*. Philosophical Library, New York. 1959, 344 pp. \$4.95.

A number of histories of French literature have been published, some extensive and some brief, but the majority of them appeared years ago and do not bring the account of literary movements and authors down to our own time. This new "concise survey," as the author has entitled it, presents a panoramic view of French literature from medieval times down to the present. It should serve as an excellent introduction to the subject for those who wish to obtain a general acquaintance with this field. There is a very real place for such a book, for many who wish to acquire some knowledge of French literature will profit more by reading a book which presents an over-all picture than by perusing the extensive older histories or consulting the recent books which are often restricted to either a study of novelists or dramatists of the twentieth century. This is all the more true because many of these "recent" books were published fifteen to twenty years ago and consequently do not include reference to some contemporary writers. Indicative of the ample "contemporary" treatment is the fact that out of 310 pages of actual text 69 pages are devoted to Chapter Six, Twentieth-Century Literature. The serious student of French literature will want more detailed information than this book affords—although the text is remarkably inclusive and scholarly—but for the beginner in the field this survey will serve admirably.

The text is well written and informative, offering a conservative and interesting presentation of the main periods of French literature and their underlying philosophies, with detailed consideration given to the life and works of the outstanding authors of each period. Chapter Five, Romanticism, Realism, Symbolism, gives classifications of some authors which will not be in agreement with the designations of these authors by "school" according to the views of other students of French literature. (There are, of course, differences of opinion as to whether this or that work is romantic, realistic, symbolistic, naturalistic, or decadent.) The chapter heading does not include "naturalism," but the author does discuss that school of writing under her treatment of Realism. The omission of the term from the title and the fact that it is not included in the index might well create difficulty for the reader who sought a reference to it in the table of contents or the index. The same point may be made about the group often referred to as the decadents: in this case there appears to be no easily discoverable mention of the term. The term Parnassian does not appear in the chapter heading, but is used in the text and does figure in the index. The author's aim to write a "concise" survey doubtless explains the

"Telescoping" of schools and movements, but the difficulty of ready use of the book for reference purposes becomes apparent.

A few typographical errors are to be noted. On page 26, paragraph 2, there seems to be confusion in the last sentence of the discussion on Joinville and on page 78 the treatment of Gautier contains a garbled sentence. On page 27 Charles III, mentioned as the successor to Louis XI, should read Charles VIII.

Apart from the reviewer's comments about the ease or difficulty of consulting the book as a reference text the author has produced a very readable, scholarly, and inclusive survey which is a welcome addition to the list of histories of French literature.

CAMERON C. GULLETTE

University of Illinois

SEIBERG, LOUISE C. and CROCKER, LESTER G., *Skills and Techniques for Reading French*. Baltimore: Johns Hopkins Press, 1958, pp. xix+249. \$4.50.

This is a new type of foreign-language textbook, a "reading manual," which endeavors to promote ease in reading French by defining, and providing drill upon the various skills and techniques involved. Assuming on the part of its users a basic knowledge of French, it is designed as an "auxiliary text, to accompany and supplement the regular language or grammar books used during the second year of College French." It can be used independently of a teacher, because the translation or solution of all the exercises is given in a "Key to Exercises" which covers the last thirty pages of the text.

The combination of materials is quite different from that usually seen. There are some topics, such as the study of cognates, which most textbooks do not take up formally at all. There are others, such as the study of verb forms, which approach the conventional materials of a review grammar. There are still others of a kind stressed in workbooks accompanying an English rhetoric course, techniques such as summarizing the central thought of a passage.

The authors divide their work into four sub-topics: "Vocabulary Building," "A Study of the Sentence," "Rapid Reading with a Purpose," and "Reading for Precise Understanding." The first section, that on vocabulary building, is the longest, occupying almost half the text. It also seems to be the best part of the book and the one most pertinent to the problems of reading French. It begins with a study of cognates. This is a valuable aid to reading, and a topic too often left to the unguided observation of the student. The relation of words like *hâte* and *débander* to

"haste" and "disband" is usually obvious only to the teacher. Drill is provided to encourage the student to see the less obvious relationships, and of course there is a study of false cognates.

The second chapter on vocabulary building makes a very useful study of word families, pointing out the significance of the root in a group such as *feuille*, *feuillage*, *feuillée*, *feuillu*, *défeuille*, *feuillaison*, etc. It also seeks to make the student reason by analogy from the meaning of a word like *feuillage* to that of *branchage*, *cordage*, *plumage*, *bandage*.

The chapter on verbs has many excellent exercises on identifying the inflected forms of verbs with their infinitives. There are, however, certain details of exposition in this chapter with which one could easily take issue, especially if the student is to be expected to study on his own. The paradigms of the auxiliary verbs, arranged in three columns (pp. 26-29) are not clear. The first two columns are logically related, but the third contains whatever forms happen to fit into the available space. Also, the meanings indicated for certain tenses are misleading: a single translation ("I have had") is given for the Past Indefinite; *j'avais* is rendered "I was having," "used to have," whereas "I had," its simplest and most common meaning is omitted; the subjunctive is artificially translated with "may" and "might"; and the conditional of *avoir* and *être* is rendered with "I should have" and "I should be" respectively, a practice which classroom experience shows is always misinterpreted by students. Apart from these flaws, however, the chapter is filled with abundant and useful drill on the identification of regular and irregular verb forms, a skill indispensable to accurate reading.

The last two units on vocabulary building show an equally keen awareness of student faults and needs in learning to read French. A skillfully developed chapter on "Guessing Word Meanings by Inference" thoroughly demonstrates the process in English, then applies it to French. The final chapter, "A Study of Important Key Words," focuses attention on the prepositions and conjunctions and a few other words which are frequently neglected and yet which are so necessary to the comprehension of word and clause relationships.

In the second, third and fourth sections of the book (pp. 103-216), the subject matter ceases to be concerned with problems peculiar to reading French, and concerns rather problems of reading comprehension in general, with application to a French text. There is a study of the main elements of a sentence: subject, verb, object. Simple and complex sentences are distinguished from each other. Finally, there are abundant exercises on rapid reading and on determining the precise thought of a passage.

There are few typographical errors, but it should be pointed out that the solution to Exercise 51 (p. 242) contains twenty-two answers for a fifteen-item exercise.

It seems somewhat questionable just how much of this latter half of the text can achieve the intended purpose with a student of French who is still on a rather elementary level. If he has already learned to distinguish subject and object in English, to extract the central thought of a paragraph in English, he probably can transfer these processes

directly to French as soon as he has mastered the vocabulary. On the other hand, if he has not acquired these skills in his own language, can he acquire them through a foreign language, in which he has the additional handicap of a vocabulary problem? The authors of this text seem to think he can. There is no doubt that many a student gains his first clear notions about English and about the functions of language in general through a well taught foreign-language class.

In any case, *Skills and Techniques of Reading French* represents a long work of careful selection. Many of the reading passages are gems of their type, and the accompanying exercises have been worked out with the greatest care. The first half of the text could help any student of French who is past the beginning stage, the second half may be useful to the more advanced student, and the whole text could provide a young beginning teacher with a fund of ideas which his own instructors may have overlooked.

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JOHNSON, CARL L., *First Year French*, Boston: D. C. Heath and Company, 1955.

This French text for first year students undoubtedly was not intended for junior high school or even high school students. As a French text for beginners in college, it has many good points, and only a few shortcomings. Certainly it does not surpass all other first year texts intended for college students, nor for that matter, is it to be disregarded entirely. It is, rather, a book of above average quality.

First Year French is divided into an Introduction, containing valuable facts about French pronunciation; 32 chapters of grammar; 8 review lessons; intermittent articles on French culture; the history of French words, etc.; many splendid pictures and maps of France, in addition to an appendix of irregular verbs; a fairly extensive glossary of French proper names, and an equally extensive vocabulary.

Mr. Johnson is to be commended for his endeavor to present a text which emphasizes the aural-oral approach as well as the essential elements of reading and writing.

In contrast to some other French grammars, *First Year French* is not at all dull and "sans esprit." Its vivid illustrations and articles on France and French culture are a wonderful source of motivation to the student, and a break with the old tradition of lifeless, boring text books.

The review at the end of every four lessons is also an invaluable aid to teacher as well as student, and Mr. Johnson's choice of subject matter for the "lectures" is noteworthy in that he includes interesting selections concerning France itself as well as excerpts from French literature.

However, two shortcomings which I observed were the lack of questions in French about the "lecture" in the first ten lessons, and a barrage of grammatical principles seemingly crowded into each lesson.

In conclusion, *First Year French* is an above average text book, which I would recommend to college professors who wish to stimulate and add spark to their classes, and who at the same time are willing to invent questions of their own about the first ten "lectures," and also to break

down the grammatical principles into smaller units throughout the book.

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VELÁZQUEZ DE LA CADENA, MARIANO, and GRAY, EDWARD, and IRIBAS, JUAN, *New Revised Velázquez Spanish and English Dictionary*. Newly revised by Ida Navarro Hinojosa. Chicago, New York: Follett Publishing Company, 1959, pp. 700 and 780.

The editors of the *New Revised Velázquez Spanish and English Dictionary* state in their preface that this revision of 1959 "is without doubt the most modern and complete edition of the work ever published." Let us look at the history of this dictionary. In 1852, Mariano Velázquez de la Cadena¹ used Dr. Don Mateo Seoane's edition of the venerable *Neuman and Baretli* as a basis for his *A Pronouncing Dictionary of the Spanish and English Languages*. Almost a half century later, in 1899, Edward Gray prepared a revision entitled *A New Pronouncing Dictionary of the Spanish and English Languages*. Gray's revision was reissued in 1942 in a facsimile edition by Wilcox & Follett Company with three changes: the removal of "December, from the end of Gray's English preface, the removal of Gray's extract from Velázquez's original preface, and the addition of supplements of new words, 1,431 on the Spanish-English side and 2,937 on the English-Spanish side.

The Follett Publishing Company has now reissued this dictionary with seven changes: the substitution of Gray's prefaces with new ones, negligible alterations in the grammar written by Mariano Velázquez over 102 years ago, the revision of separate alphabetical lists of proper names, places, abbreviations, and weights and measures, the introduction of lists of monetary units, different pagination and page headings, the removal of most of the accent marks on the conjunction *o* (as well as *u*) and the preposition *a*, and the intercalation of new words in Gray's fifty-nine year old revision. That this revision was made by a kind of offset process similar to that used to reproduce the 1899 revision is evidenced by the same missing hyphens (s.v. *Dietienebuey*, s.v. *Prototipo*, s.v. *Yarrow*), the recasting of damaged lines (s.v. *Pezón*), the same wrong alphabetical order (e.g., *Cocán*), the retention of Gray's British spellings (e.g., *colour* and *pretence*, s.v. *Colorido*),² the same out-moded Spanish orthography in many places (e.g., accent mark on the conjunction *o*, s.v. *Apace*, and on the preposition *a*, s.v. *Carga*), the damage to letters and the retention of a very small part of the accent mark on the conjunction *o* and the preposition *a* in those numerous cases where an unsuccessful effort was made to remove the accent mark, and the fact that almost every page begins and ends with the same words.

In 1852, Mariano Velázquez added 8,000 new words and expressions to his revision; in 1899, Edward Gray added over 19,000. The supplements of the 1942 reproduction included 4,368 words, i.e., 1,431 plus 2,937 (see end of first paragraph of this review), of which only about 3,700 found their way into this present 1959 revision. As a matter of fact, only about 1,300 new entries have been added since

1942 to make the total of "5,000 new entries" claimed by the publishers.³ The addition in a period of fifty-nine years of 5,000 entries (a smaller addition than that of either the 1899 or the 1852 revision) in a dictionary which, according to the publishers, contains "128,000 total entries" represents only about four per cent of the total entries and highlights the results of the following comparisons: over half of the text is, word for word, at least 132 years old,⁴ at least 80% of the Spanish-English side is, word for word, at least 102 years old,⁵ and except for deleted accent marks, over 95% of both parts is at least fifty-nine years old down to the last dash, comma, and missing hyphen. The publishers claim that 1,500 pages of the *New Revised Velázquez Dictionary* have been "replated." However, as far as revision is concerned, about 400 pages appear as they did in the 1899 revision; they have been untouched in this revision except for the removal of accent marks over the particles (*o*, *u*, *a*). Hundreds of other pages have only slight changes of one or two word entries.

The editors state in their preface that the Velázquez dictionary has been "recognized throughout the world as the highest authority in bilingual Spanish-English dictionaries." If the Velázquez dictionary is to remain on this pinnacle in a world seething with cultural and scientific change, then much depends on whether the 5,000 entries made since 1899 have brought the 1959 Velázquez up to date. Whether "this latest revision of the text has been exhaustive," to use the editors' words, can best be decided by those, who, as the preface suggests, consult it "as a practical medium to solve their translation problems in the fields of business, of current events, of technology, of science in general, of literature, etc." What of the importer who finds the word for an old-fashioned *coffee-mill* but no word for *drip coffee* or *instant coffee*? Of the oil company executive who finds a word for the old-fashioned *coach-stand* at which stage coaches used to stop but no word for *gasoline pump* or *fuel oil*? Of the personnel administrator who finds no word for *mailing list* or *punch card*? The 132-year-old definition of *Toma* gives none of the meanings having to do with electricity, aviation, photography, etc. The definition of *Glorieta*, viz., "Summer-house, bower, arbour," will not help the traveler find his way to a traffic circle. The definition of *Peseta* written in London over 132 years ago and revised by Mariano Velázquez over 102 years ago

¹ Mariano Velázquez de la Cadena was a writer of pedagogical books, notably "Dufief's," 1825, "Ellendorff's New Method," 1848, "An Easy Introduction to Spanish Conversation," and "New Spanish Reader." He was a teacher in New York City in the early 19th century. See *Appleton's Cyclopaedia of American Biography*, VI, 274.

² At the same time American spellings have been used in new intercalations, e.g., *color*, s.v. *Colorín*.

³ Advertisement in *Hispania*, March, 1959, p. xxxv.

⁴ Comparison has been made with the "Second American, from the Fourth London Edition" of the *Neuman and Baretli's Dictionary of the Spanish and English Languages*, 2 vols. (Boston, 1827).

⁵ Reference is made in this review to the 1857 printing of *A Pronouncing Dictionary of the Spanish and English Languages*. New York: D. Appleton and Company, 1852.

does not orient the business man in current monetary values.

Also representative of thousands of important omissions are words having to do with current events. The *Neuman and Baretli* definition made in London over 132 years ago of *Muñidor*, viz., "Beadle of a corporation or confraternity," gives no idea of the modern meaning of political henchman. The definition of *Fellow-traveller* (132 years old) and *Teamster* (102 years old) are misleading to the reader of a current newspaper.

In the realm of science and technology, the 102-year-old definition of *Bomba* with its description, now historic, of early 19th-century devices might well have been omitted in favor of 20th-century phenomena. Words like *gel*, *gene*, *leukemia*, *molecular weight*, *rocket propulsion*, as well as their Spanish equivalents, are examples of thousands of omissions in the 1959 Velázquez.

The newspaperman and the radio announcer will find little help with modern idiom; they will not find equivalents for *brush-off*, *bumpy*, *choir practice*, *city room*, *double talk*, *drop in the bucket*, *warpath*, and thousands of other words and expressions. Representative of the 1959 Velázquez is the curious definition of *Rumbos* (s.v. *Rumbo*), viz., "Tassels of coarse silk, fastened to the headstalls of mules," with no mention of the many useful and frequent modern idiomatic uses of *rumbo*.

As far as the words mentioned above are concerned, it would seem that the *New Revised Velázquez Dictionary* cannot possibly qualify as the "highest authority"; nor can it be the highest authority for tens of thousands of words which it omits but which are easily found in other bilingual dictionaries. At the same time that it leaves out new words as noted above, it retains antiquated words like *adulteress*, *aphthong*, *compossible*, and *deliquate* and entries like *Flash-house*, *Heart-expanding*, *Heart-quelling*, *Knee-tribute*, and *Stone bottle* which cannot be found in standard unabridged English dictionaries.

The editors state that the *New Revised Velázquez Dictionary* has not sacrificed "any of the traditional characteristics which have made predecessor editions the pattern for dictionaries of this type." Is the 1959 Velázquez a good lexicographical model? A lack of system is shown by the sporadic inclusion of word histories (s.v. *Bloomers*) or etymologies at the whim of the editor (usually Edward Gray). Sometimes homonyms are entered separately with explanatory etymologies (e.g., *Haz*); sometimes no etymologies are given and the different meanings are listed under one entry (e.g., *Costa*). Irregular plurals of nouns are not always given under the entry word (e.g., *Man*, *Life*).

A lack of coordination is apparent between the Spanish and English alphabets; for instance, *Anuario* is found on one side but *yearbook* is not found on the other; *Tape recorder* is found on one side but *grabadora de cinta* is not found on the other; *Radium* is found on one side but *radio* (with that meaning) is not found on the other.

Convenience is often disregarded. The three-letter headings at the top of each page give little help to the user in search of a word, especially when the first three letters are a prefix such as *con-*, *des-*, *pro-*. The capital letters on each entry prevent the reader from knowing whether or not a word is supposed to be capitalized. Words are sometimes

in the wrong place. The word entry *Candy* as a transitive verb has the nouns *Lemon candy* and *Peanut candy* as run-on entries but immediately following is the word entry *Candy* as a noun. The different layers of revision which constitute the history of this dictionary have interfered with the consistency of the alphabetical order. To choose examples out of thousands of instances: *Ball-bearings* is an italicized run-on entry under *Ball* but *Ball-point pen* is a new word entry; *Low-necked* is listed under *Low*, *Long-headed* under *Long*, and *Bar-maid* under *Bar* but *Low-spirited*, *Long-legged*, and *Bartender* are each word entries.

There is a great waste of space in the repetition of such explanatory material as, for example, s.v. *Endeavour*: "Esta es la manera usual de escribir estas palabras en Inglaterra," in the repetition of the key to pronunciation at the bottom of each page of the English-Spanish part (751 times), in the unnecessary indication of the Spanish pronunciation of each entry word (practically all Spanish words can be pronounced without specific indication), in the repetition of idiomatic expressions under each of the main words of the idiom, e.g., *Andar a caza de gangas*, which is entered under *Andar*, *Caza*, and *Ganga* with a slightly different definition in each case, and in the inclusion of obscure and improbable words ending in *-ly* and *-ness*, *Compulsatively*, *Concealedness*.

One habitual fault of the glosses is the inclusion of words that are not part of the meaning. In fact, hardly a page can be turned without finding the object included in the gloss of a transitive verb, for instance, s.v. *Embocar*: "To cram food"; s.v. *Emboquillar*: "To make the entrance a shaft in mines"; s.v. *Matar*: "To put out a light"; s.v. *Planchar*: "To iron linen"; s.v. *Señalar*: "To sign decrees or despatches"; s.v. *Handicap*: "Imponer ciertos impedimentos o desventajas para contrapesar determinadas ventajas"; s.v. *Ride*: "Flotar sobre las olas, henderlas, dominarlas." In these glosses the objects of the verbs should be set apart in some way to indicate that they are not part of the meaning, although they may be a necessary complement of the meaning.

When simple equivalents are needed and are what the user would look for, a real disservice is rendered by providing a long definition instead. For example, Gray gives for *Buck vn.*: "Saltar violentamente, cayendo con las patas delanteras rígidas, y la cabeza lo más baja posible; dicese del caballo o mulo vicioso," while the simple equivalent *encorvarse* is what the user needs. Mariano Velázquez allowed the *Neuman and Baretli* definition of *Perro cobrador* (s.v. *Cobrador*) to stand, viz., "Kind of god that fetches game out of the water," instead of giving the simple and much more understandable *retriever*, the kind of equivalent needed by the translator consulting a bilingual dictionary.

Even when the simple equivalent is provided, the dictionary is cluttered with superfluous definitions. Mariano Velázquez recognized this problem over a hundred years ago when he said (Preface, iii): "A Dictionary of two languages cannot be perfect unless it contains an exact and rigorous translation of the words, unencumbered by useless definitions." He went on to say that he "could not do less than retrench, especially in cases like the following: *Beber*, To drink, *to swallow any liquid*." He further commented that he "could not imagine that any person speaking the

English language, and wishing to consult a Spanish and English Dictionary, could need a definition in his own language of the simple verb 'to drink.' In this way Mariano Velázquez improved *Seoane's Neuman and Barelli*, but in spite of this sound doctrine he copied superfluous definitions from his predecessors, e.g., the first definition of Casco: "Skull, cranium, the bone which incloses the brain." Almost a half-century later Gray liberally sprinkled his revision with superfluous definitions, e.g., the definition of Restaurant: "Restaurante, fonda, lugar donde se sirve de comer." None of this material has been removed from the present 1959 revision.

Edward Gray was particularly proud (cf. his Preface) of his first definition of Canal (Sp.): "Any of the paths by which the waters and vapours circulate in the bosom of the earth." It is still found in the *New Revised Velázquez Spanish and English Dictionary* and is an example of thousands of wordy and antiquated definitions.

All these examples, drawn at random and typical of the whole work, lead to the inescapable conclusion that Mariano Velázquez has not been honored in the year 1959 by a revision worthy of his name.

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MACHIAVELLI, NICOLA, *Mandragola*. Translated by Anne and Henry Paolucci. New York: The Liberal Arts Press, 1957. Pp. xv+61. \$60.

This recent addition to the excellent and inexpensive paper-bound translations offered by the Liberal Arts Press makes available an oft cited but little read Italian classic, *Mandragola*. Machiavelli, remembered primarily for *Il Principe*, numbers also among his works three comedies of which *Mandragola*, the most original, occupies a preeminent niche not alone in Italian but in world comedy. This cynical and amoral commentary on human behavior represents, as has been observed, a lighter view of the society of his time as *Il Principe* represents the serious or tragic. It is a well-made piece, as entertaining as Molière at his best and as devastating as La Rochefoucauld. The illuminating prefatory essay of Henry Paolucci, co-translator, is a first-class analysis of the comedy as well as of its author. He has summarized the best scholarship on the subject while adding his own perceptive observations.

The translator of classic comedy is confronted with the thorniest of problems. He may seek to recreate what he presumes to have been the style, vocabulary and atmosphere of an earlier era, or admitting that the contemporary reader is unfamiliar with the period and its mores (in this case, Florence of 350 years past), attempt to modernize and adapt. In the hands of an overly enthusiastic agent this latter product is too often a complete betrayal of the author. It is gratifying to report that the present effort falls nearly between two extremes. It is glib, sprightly and yet being inherently faithful to the original, it captures the spirit of the author. One might, albeit, question the English version in a few instances. In a late Renaissance locale, and amid a judicious sprinkling of Italian titles, "Messer" and "Madonna," allusions to the Arno and to Florentines,

the simile "like a pretzel on a stick" or a reference to "groschen" introduce an anachronistic note that might better have been avoided. These are trifles, however, in an otherwise eminently actable translation. The English rendition of the incidental songs is so felicitous as to merit a special word of praise. The book should prove a welcome addition to the Italian wing of contemporary literature courses, or, for that matter, a spicy vehicle for an enterprising theatrical group.

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YAR SLAVUTYCH, *Conversational Ukrainian*, Part I, Edmonton and Winnipeg: Gateway Publishers Ltd., 1959, pp. ix+368.

This excellent textbook is designed for the English-speaking student. Except for the Ukrainian textbooks used at the U. S. Army Language School, no similar comprehensive work is known to the present reviewer. *Conversational Ukrainian* is, therefore, a timely publication that will fill the demand of those Canadian and American high schools and colleges which teach Ukrainian, or which, judging by the growing interest in this second largest Slavonic language, might introduce it into their curricula in the near future.

The author states in the foreword that his main aim is to provide an aid for the study of contemporary Ukrainian as it is used in everyday conversation. In addition, his choice of exercises intends to introduce the student to Ukrainian geography, history, and culture.

Yar Slavutych is well qualified to write this type of textbook. He has distinguished himself with several collections of poems in Ukrainian, translations of English and American poets into Ukrainian, and translations of modern Ukrainian poetry into English (*The Muse in Prison*, Jersey City: Svoboda, 1959). His experience as an instructor of Ukrainian at the Army Language School is reflected in the teaching method for which the text is best suited, and which the author recommends; the method relies on oral recitations and dialogues in class, and on the mastering of simplified grammar and vocabulary at home. The author's erudition as a creative writer, teacher, and scholar has produced a pedagogically commendable study-aid.

Part I here reviewed appears adequate for one year of study at the high school level, or for one intensive college semester. It contains fifty lessons, each consisting of the following sections: dialogue, grammar, homework, and vocabulary. An *Appendix* gives declensions of nouns, adjectives, pronouns, and numerals. An *Index to Grammar* refers the student to the proper sections of the lessons. An *Index of Words*, which refers the student to the vocabularies of the lessons, might be somewhat cumbersome to use. The volume introduces approximately 3,000 most commonly used Ukrainian words. Although Part II consisting of another fifty lessons is being prepared, Part I could be considered a self-contained text, with the proviso that the instructor would have to round off the grammar according to the needs of his students.

Already in the first lessons, the student is introduced to idioms. The texts for translation and memorizing start

with simple folk sayings and riddles. These are followed by selections from Ukrainian prose and poetry. The student is thus led beyond mere mechanics of the language into the field of extensive meaning of words and phrases. This should be of special value to those who are already familiar with some other Slavonic language, and who wish to prepare themselves for the study of Ukrainian literature.

The author endeavors to present the Ukrainian language according to its contemporary standards of lexicography, phraseology, and accenting. There are, of course, cases where alternative accenting is possible, or where two different suffixes are acceptable in declension (e.g., *hroshy-ma*, and *hrishmy*). In most cases, the author gives both alternatives, but, at times, he makes a single choice that could be pedagogically justified, but linguistically disputed (e.g., why *proshu*, and not *próshu*). These are, however, minor and rare weaknesses that could be removed in subsequent revisions.

In the preface, Professor Starchuk of the University of Alberta highly recommends *Conversational Ukrainian* to any institution of learning which offers primary Ukrainian courses, as well as to those who need an aid for self-study. I can only second his recommendation.

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CONDOYANNIS, GEORGE E., *Scientific Russian, A Concise Description of the Structural Elements of Scientific and Technical Russian*. New York: John Wiley and Sons, Inc., (1959). xii, 225 pp. \$3.75.

Professor Condoynannis follows up his commendable *Scientific German* with his even more serviceable *Scientific Russian*. His intent was, in both cases, to furnish a rapid, concise yet fully adequate text for the development of a reading skill in the technical literature of the respective languages. It may be said without reservation that the author has been singularly successful in carrying out his objective.

His Russian handbook (for it is this description which fits the work best) is full of competent explanations, suggestions and hints, tables and illustrative material which should prove of help not only to the novice, but also to the seasoned student. Since the author has had wide experience in teaching technical reading courses to American students and approaches his task from the vantage point of a general linguist, he has much to offer which is novel, yet purposeful and practical at the same time. And still, within the scope of what may be called a utilitarian approach he manages to offer much information of a purely linguistic nature, such as a fully adequate treatment of palatalization, hints as to pronunciation, some practical phrases and expressions, etc. In order to facilitate reading aloud, which the author correctly diagnoses as helpful even to students interested only in technical translations, he has painstakingly provided stress marks throughout the book. The author extends this effort also to texts culled from Russian technical literature, and in his footnotes gives the full reading of numerals, formulas and scientific terms occurring in his selections. The author has thus endeavored to be of the greatest possible help to students and instructors alike.

The scope and content of the book may be inferred from the table of contents, which lists, among others, headings such as these: General Remarks on Structure, the Noun-Adjective System, the Verb System, Word Order and Word Building. The analytical grammar presents the most important features first, reserving a more thorough and formal treatment for the later parts of the book. There are no general glossaries, no purely grammatical exercises, and, of course, no translation work back into English. Instead the author recommends the almost immediate parallel reading of unedited Russian technical texts, with numerous opportunities for work with a standard science dictionary. As one would expect, the author makes full use of cognates and international scientific terminology, especially in the first sections of the work.

It is possible that some users or potential users might find the book too diffuse in some ways, too succinct in others. Certainly the elaborate explanations of structural and linguistic details might have been condensed and their space devoted to more illustrative and textual material in Russian. Also, some of the tables might appear too elaborate or not sufficiently graphic. Objections may also be raised to a few of the innovations, for instance the changing of the usual order of declensional cases. Possibly outright beginners in the study of Scientific Russian might prefer a more leisurely and graduated approach. However, persons who have studied the language before or are sufficiently motivated, may find the approach recommended by the author highly stimulating and rewarding.

By writing his timely and useful little volume, and by devoting to his task such great care and circumspection, Professor Condoynannis has performed a valuable service as well as filled an urgent need.

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MARIO PEI and FEDOR I. NIKANOV. *Getting Along in Russian*. New York: Harper and Brothers. 1959. 260 p.

This belongs to the Holiday Magazine Language Series, which also includes French, Italian, Spanish, German and Portuguese. Professors André von Gronicka of Columbia University and John Fisher of Fairleigh Dickinson University furnished editorial collaboration in producing the book.

The volume of conversation books which have been brought out for Russian by Americans is by now beginning to be considerable. Since the beeps of Sputnik their number has particularly increased, and one may expect in the future a rash of such manuals, and of Russian texts in general. One hopes, however, that these handbooks will not all duplicate the deadly monotony of form, and the artificial, stilted "conversations" which mark so many of them.

Fortunately, the present volume, does have much of value to contribute and it goes beyond the mere scope of a phrase book. The 21-page introduction offers an interestingly written treatment of Russian as a language (classification, number of speakers, importance) and a discussion of its sound system, origin of the Cyrillic alphabet, and some mnemonic devices for mastering it. Twenty-four topical

chapters offer phrases, particularly those a traveler is likely to need. On the sound assumption that the process of traveling is not an unmitigated delight and that something exists besides drawing-room pleasantries, the authors include such chapters as "Emergencies and Language Difficulties," and even "Exclamations, Colloquialisms, Slang." The phrases themselves appear to be well chosen, despite a certain stiffness which seems endemic in conversation manuals. (*Que faire?*) A useful 17-page grammatical outline follows. This, in turn, is followed by a sixty-page English-Russian vocabulary, which ought to prove of real assistance to the user. Under many lexical items, useful grammatical information is given, as well as essential points of usage. Separate listings are made for items likely to be of particular use to travelers. Thus, there is a listing for *fill*, which is followed by separate entries for *fill a tooth*, *fill her up!*, *fill out*. Finally, there is a Russian-English vocabulary, 42 pages in length, listing little else but equivalents.

Throughout the book, and with the exception of the Russian-English vocabulary at the end, the manual presents the English word or phrase, followed by its Russian equivalent, and the approximate pronunciation. The transcription system employed is generally very good. Nevertheless, the authors' treatment of unstressed vowels may dissatisfy more than one Russian specialist. The rendering of unstressed *a* and *o* as *uh* may lead careless users to approximate various shadings of English *u* (as in *rule*). The rendering of unstressed *e* as *i* (followed by many structural linguists in their transcription systems) also may lead to an exaggeration of the *i* sound, when actually the sound is roughly intermediate between *e* and *i* and in the rapid discourse of many native Russian speakers (particularly those not employing standard Moscow or Leningrad dialects) one tends to hear a sound as close to *e* as it is to *i*. The reviewer has no pat answers for these questions, with which every Russian teacher must grapple. The consonants leave less room for dispute, although critics may argue that in a popular handbook such as this, the user would have less difficulty in handling palatalized consonants if, instead of writing an apostrophe after consonants, a *y* would be written before the following vowel. (Thus, in a word like *bely* (*white*), the rendering *byehly* might bring the learner closer to the correct pronunciation than *b'ehly*.) The stress throughout the book is indicated by capitalization of the accented syllable.

No ideal transcription scheme is possible in Russian. Its system of contrasting palatalized and non-palatalized consonants and vowels, as well as the morphophonemic changes in vowels determined by their environment, render this task uniquely difficult. At best, the learner will be dependent upon the theoretical explanations of authors and the imitation of native speakers. In this connection, it would be helpful if the publishers would make available phonograph records (or tape recordings) of this text.

The hand of Mario Pei, who is able to write so entertainingly and yet so soundly about languages and how to learn them, is apparent throughout. In these pages there are many hints on how to cope with Russian which ought to prove useful to neophytes and wiseacres alike. Above all, the book should be extremely practical for the growing army of non-linguistic travelers to the Soviet Union.

The typography and format of the manual are, from all indications, excellent.

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VON HOFE, HAROLD, *Im Wandel der Jahre*. Revised edition, New York: Henry Holt and Co., 1959. ix+274+xxxiv pp. \$4.50.

When this book first came out in 1955, it was greeted with general and well-deserved praise. The new edition accomplishes the almost impossible: it is an improvement on an excellent job. The maturity and diversity of the reading matter give the student a unique insight into various aspects of past and present German civilization, and make this an outstanding first year reading text.

The revised edition contains many new maps and illustrations, the number of words glossed in the margin has been increased, especially in the early chapters, and new questions have been added to all but one chapter. That one, "Studenten gegen Hitler," the story of Hans and Sophie Scholl, is also the only one for which the text itself has not been altered. (As a matter of fact, my students have always found this account of German underground resistance so interesting and exciting that alterations seem hardly necessary.) All other chapters, however, have been thoroughly revised.

The book now begins with an excellent introduction to Indo-European linguistics which puts German (and, incidentally, English) into proper perspective for the beginner. The chapters on German Political and Cultural History, the Free University of Berlin, and Vienna Now and Then have been expanded by sections dealing with recent events. Even the chapter describing an automobile trip through Germany has been brought up to date by mentioning the birth of the one millionth *Müncher* in mid-1957. The author's careful attention to detail is evidenced by the fact that the price of an Isetta "Kabinenroller" has gone up from 2300 to 2400 DM—another proof of creeping inflation. A discussion of Mozart and Haydn has been added to the section on German music, while both are still being featured as Viennese composers as well. In fact, the only noticeable and regrettable omission in the new edition occurs in the chapter on Berlin: there is no longer any reference to the courageous uprising of the East Berliners on June 17, 1953. This is all the more astonishing since a new photograph, showing the street of the 17th of June, becomes rather meaningless.

Throughout the book, there is evidence of a thorough and workmanlike job of re-writing. Here are four examples where sentences have been changed in early chapters to make for smoother writing and easier reading: "Zweimal veränderten sich dieselben Laute . . ." becomes "Dieselben Konsonanten haben sich . . . zweimal verändert"; "Die Frau erklärt, ihr Mann wird immer vergesslicher" becomes "Mein Mann vergisst alles," sagt sie"; "Nur ein Teil des englischen Wortschatzes ist germanischen Ursprungs" becomes "Nicht alle englischen Wörter sind germanischen Ursprungs"; and "Auch ihm [Bismarck] lag die Einigung Deutschlands, allerdings unter Preussens Führung, am

Herzen" now reads "Die Einheit Deutschlands, unter Pressens Führung, war seines Lebens Zweck und Ziel."

As far as I have been able to determine, there are no changes in the end vocabulary. The entire text is remarkably free of misprints; I have detected only two, *Koln* instead of *Köln* on p. 78, *ihnen* instead of *Ihnen* on p. 140. There are also very few errors. One is the use of "Klasse" instead of "Stunde" in the anglicism "ehe die Klasse anfängt"; another has the German chemist Baeyer name barbiturates after his girl friend Barbara. This is charming *Volksetymologie*, but unfortunately incorrect. The actual derivation is from usnea *barbata*, a plant from which malonic acid is obtained, and *wric* acid, the other ingredient.

Two other points are at least debatable. The over-all loss in population which Germany suffered as a consequence of the Thirty Years' War has been estimated by various historians at anywhere from one third to almost two thirds of the population; nowhere have I seen a figure as blood thirsty as Mr. von Hofe's, who kills off about three fourths of all the Germans. Secondly, when I went to school in Vienna, the initials AEIOU in the *Hofburg* were explained to us as meaning "Austria erit in orbe ultima," rather than "Alles Erdreich ist Österreich untertan."

Finally, I should like to point out two minor, but rather interesting changes. The statement that the volkswagen is "der beste Kleinwagen, den es heute gibt" has been omitted—perhaps out of deference to the new "compact" cars streaming out of Detroit; and the Viennese girls, who in 1955 still had "den Ruf, die schönsten der Welt zu sein," have apparently lost that distinction—for the new edition has replaced the word "schönsten" by "charmantesten." This may assuage some ardent admirers of Berlin's feminine pulchritude, but will raise outraged outcries from chivalrous Austrians who will rush to the defense of Vienna's "süsse Mädel."

HERBERT LEDERER

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GRIESBACH, HEINZ and SCHULZ, DORA, *Deutsche Sprachlehre für Ausländer* (Grundstufe). München: Max Hueber Verlag, 1959, pp. xii+201. DM 7.20.

This brief book provides an excellent review of grammar for students of second year German. It progresses rapidly and systematically from the elementary to the rather complex grammatical constructions and is therefore very useful to the teacher who is confronted every September by returning students who say they have forgotten all their German during the course of the summer. Each of the twenty-six chapters deals with one aspect of grammar and also contains a short, often humorous text with a wealth of exercises, which are so constructed that the student must understand the principle involved and cannot successfully guess the answers.

Since all explanations are made in German, the book encourages the student to think in the language sooner than would be the case if the explanatory material were in English. It is therefore highly desirable that the teacher use only the language in the classroom. In the event the teacher is unsure as how to make a certain abstruse construction more readily meaningful to the student, the

authors have prepared a supplementary accompanying booklet which provides the necessary information. Since the book is intended not only for English-speaking students of the German language, the explanatory booklet is available in English, French, and Spanish editions.

A separate vocabulary arranged according to chapters is available in a variety of language combinations. A box of five 45 rpm records is also available which contains certain selected texts as well as exercises for pronunciation.

It is the belief of this reviewer that this book is a valuable contribution for the study of the German language and it has been successfully used in the classroom with gratifying results. It is thorough, but never monotonous, yet the vocabulary does not exceed that of an average educated German. It can easily be covered in one semester or, if desired, it can be spread over two terms with an interspersal of a reasonable amount of reading material. The reviewer recommends it highly to his colleagues.

RODNEY SWENSON

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New German Self Taught. Revised by Erich W. Berger and Dorothea Berger. New York: Funk & Wagnalls Company, 1959, pp. xix + 389. \$3.50.

The Funk & Wagnalls "Language Phone Method" courses for Spanish, French, Italian and German sell for \$49.50 and comprise six 12" 33 $\frac{1}{3}$ or eighteen 10" 78 records, plus a manual and a "self taught" book. *New German Self Taught*, consisting largely of pages and pages of equivalent German and English sentences and vocabulary items, comes as the "self taught" book of the German course. Despite pretenses of the foreword that the book embodies "nature's own way" or the "true and only way" of language learning, its possible value for one making a beginning in German is not readily apparent—at least, apart from the set of records and the manual.

B. J. KOEKKOEK

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JAY WHARTON FAY, *A Practical Introduction to Spoken Modern Greek*. New York: Frederick Ungar Publishing Co., 1958. Fourth Printing. Pp. vi, 89. \$1.75.

This book has seen continuous use since it was originally published in 1944. Its durability as an introduction to spoken modern Greek is remarkable in view of the fact that it has been only very recently that authors of modern Greek textbooks have decided to do something about introducing the student of modern Greek to the living *démotiké*. It is encouraging to welcome this fourth printing of a pioneering text. As Jay Wharton Fay says in the Preface: "The author makes no apology for using the vernacular exclusively. It is a living language, and a warm, friendly and expressive medium of communication." This was a particularly daring statement to make a number of years ago when the supporters of neo-classical Greek ("Katharévousa") looked disparagingly upon the formal learning and teaching of demotic Greek.

This book, which has been produced through a photo-

offset process, embraces three chief parts, which in turn are broken down into twenty-eight individual lessons. The natural method is used extensively. Part I (embracing Lessons I-X) covers things and their qualities (nouns and adjectives), relations between things (prepositions and conjunctions), including the necessary conversational equipment for school, house, body, clothing, family, time, city, food, and drink. Part II (embracing Lessons XI-XX), deals with substitutes for nouns (pronouns), relations (conjunctions), numerals, expressions of place, time, manner, and quantity and equips the student for conversation about animals (domestic and wild), birds, fish, reptiles, insects, trees, fruit, flowers, people and occupations, furniture, tools, utensils, city, food, and drink (continued), house and school (completed). Part III (embracing Lessons XXI-XXVIII) involves the student in the learning of actions and states (verbs) and equips him conversationally for the discussion of the body and clothing (completed), city and town, family, time, food and drink, countries and nations, religion, animals, weather, occupations, nature, minerals, materials, and amusements. There are several reviews. There are also two brief appendices: one on the writing of Greek ("Orthography") and another on etymology ("Greek words in English").

After preliminary material on the alphabet and pronunciation, the student is expected to plunge *in medias res*. Each lesson features some grammatical principle, which is concretely illustrated in the "Greek Sentences for Daily Practice." (These have the English translation opposite them.) Each lesson begins with a modern Greek proverb which the student is expected to memorize. Conversational phrases are included in each lesson as well as exercises from Greek into English and English into Greek. A vocabulary check at the end of each lesson classifies the words according to parts of speech and makes extensive use of the synonym and antonym techniques. No English equivalents are normally listed except where the author wishes to show a particular relation among words or believes they have not been met in the lesson. The student must get these through the conversational phrases or Daily Practice Sentences. All exercises are to be done orally and the author expects the student to master thoroughly a page at a time.

Though there is a large number of typographical errors in this book, the quality of the demotic Greek used is very good in the sense that really characteristically idiomatic modern spoken Greek has been extensively and effectively used. Let us hope that this book, in its next printing, could appear in normal printed format with all the typographical errors eliminated.

Because of its brevity and perhaps the author's pedagogical approach, there is no formal vocabulary of any kind at the end of the book (though some 1500 words are used throughout the book and the student is expected to learn every one of them thoroughly), nor is there an outline or summary of grammatical forms at the end (for an inflected language like Greek, this can be crucial), nor does Jay Wharton Fay use a transliterated phonetic transcription in each lesson (as *Cortina's Modern Greek in Twenty Lessons* does, for the most part). Here the student is expected to refer to the prefatory section on pronunciation or presumably master this business at the very beginning. Needless

to say, there is no index and there are no photographic illustrations.

Consequently, though this book is extremely compact, concise, and realistic in its approach to the modern Greek language, it is the considered judgment of this reviewer that it could never be used safely as a self-study book in the modern Greek language, but could be used only under the guidance of a competent teacher of modern Greek. Obviously, in a course in the modern spoken language, the teacher or at least the recorded voice of the teacher, would be indispensable. The necessity for constant oral drill is duly emphasized by the author of this book.

It would not be unfair to say that *A Practical Introduction to Spoken Modern Greek*, together with a competent teacher of modern Greek, could enable the student to master the elements of the modern spoken Greek language with considerable facility and in a minimum amount of time.

JOHN E. REXINE

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DIEGO, MARÍN. *La intriga secundaria en el teatro de Lope de Vega*. University of Toronto Press, Toronto, Canada, Ediciones de Andrea, México, 1958.

No obstante la trascendencia del tema en la formulación estética del teatro del Siglo de Oro, no ha sido estudiado hasta ahora con el detenimiento que merece. El libro de Diego Marín es pues, en este respecto, el primero. En este penetrante estudio, Diego Marín, catedrático de la Universidad de Toronto, se propone averiguar de manera sistemática si la intriga secundaria tiene cabida dentro de la fórmula dramática de Lope, o si por el contrario se trata de algo que tiende a desvirtuar el mérito de su teatro. En el sentido que se dé a la respuesta, estriba la corroboración o la refutación de las teorías sobre nuestro teatro clásico.

Antes de enfocar a Lope con criterio moderno, Diego Marín analiza los métodos unificadores de la composición del teatro de Lope, develando la técnica lopesca y sus motivaciones. Tras el cuidadoso cotejo de textos y con clara visión de la preceptiva de Lope, el catedrático de la Universidad de Toronto llega a la conclusión de que el arte del Fénix está en perfecta consonancia con la estética barroca de su tiempo, y que, independientemente del valor que la crítica de un momento dado pueda conceder a la intriga secundaria, ésta se halla siempre relacionada orgánica o temáticamente con la acción principal. Dicho descubrimiento nos permite aceptar la sinceridad de Lope cuando defiende la unidad de acción en *Arte nuevo*, y enjuiciarla más que como acción única, como la unificación de varias acciones, como subordinación de la diversidad en una sola trama, que no por eso excluye la complejidad. Ya que multiplicidad y desorden aparente es lo que precisamente caracteriza la intrínseca composición unitaria del arte barroco, en contraposición a la simplicidad y claridad de lo clásico. Buena parte del goce estético del barroco consiste en descifrar esa recóndita unidad, en desentrañar el orden difícil y nada evidente de una obra de arte, pues el barroco impone, con mayor apremio que otro criterio estético alguno, una labor de síntesis, en virtud de la que la complejidad queda unificada. "La unidad—afirma Diego Marín, refiriéndose a la acción secundaria—reside más en la intención

poética que en la composición mecánica." Lo episódico pues se explica en función del conjunto y de la idea central.

Aunque el autor previene que su estudio no pretende ser exhaustivo, comporta el análisis de 146 comedias, seleccionadas en los distintos géneros cultivados por Lope y en las distintas fases de su producción. Hallamos en la lista 42 tragedias y tragicomedias, insertas con el objeto de averiguar si la distinción de géneros comporta correlación desde el ángulo de la intriga secundaria, llegándose a una conclusión negativa respecto a este problema. En todo caso, es tal la variedad de géneros estudiados y el número de comedias analizadas, que no puede quedar la menor vacilación sobre la validez de las conclusiones inferidas. Los datos estadísticos aportados por el autor muestran que Lope ha usado con regularidad casi matemática ciertos tipos de intriga secundaria conforme a la índole de la comedia, de suerte que le ha sido posible a Diego Marín formular las reglas técnicas que Lope ha seguido con sorprendente fidelidad.

El libro reseñado establece con claridad la relación implícita en la intencionalidad de Lope, entre propósito y forma de la trama; lo que permite concluir que, siendo la que fuere la clasificación de las comedias de Lope conforme al tema, lo que aquí se impone es una concomitancia entre el propósito de ejemplarizar y la presencia de la intriga secundaria más o menos independiente; y, correlativamente, que las comedias que tienen por objeto deleitar o interesar, sin finalidad didáctica, carecen de intriga secundaria propiamente tal. Diego Marín establece un paralelismo preciso entre las comedias del primer tipo y las que presentan asunto histórico, incluyendo en este grupo a las hagiográficas y legendarias. A las del segundo tipo corresponden las comedias de libre invención, cualquiera que sea su tema. A lo largo de su trabajo, Diego Marín demuestra que la dramatización de un tema histórico, destinado a exaltar virtudes nacionales, va acompañado de una subintriga, que hace veces de contraste o paralelo, reforzando de este modo el tema principal. Importa ante todo que ambas acciones queden idealmente asociadas; cabe reducirlas, pues, a dos interpretaciones de un mismo tema. Se trata, por consiguiente, de unidad temática que suple la falta de la unidad orgánica. En cambio, las comedias de libre invención integran en una sola trama compleja las distintas acciones subordinadas. (La distinción entre acción secundaria y subordinada la delimita el autor con precisión.) Se trata, en el segundo caso, del enlace orgánico de varias acciones en torno a una central. La diferenciación establecida con acierto por Diego Marín radica en el deslinde de dos métodos de unificación: unidad temática, en que la subintriga se asocia a la acción central ilustrándola; y, unidad estructural, merced a la que la acción subordinada se integra en la principal.

En cuanto al valor intrínseco de esta intriga secundaria y su papel en la técnica dramática de Lope, Diego Marín llama la atención sobre el hecho de que, si tal complejidad de acción era tolerada por el público de los siglos XVI y XVII, es que indudablemente sabía ver las comedias como "entendedor" y, percibir, acaso con perspicacia más educada que la nuestra, la asociación entre acciones al parecer inconexas. Por otra parte, la presencia de tales ele-

mentos subalternos responde a una concepción vital de la realidad, a un deseo de representar íntegra la vida, sin renunciar a nada, de aquí la complejidad de la acción en la comedia.

El método rigurosamente científico del autor, su erudición y su visión penetrante de los problemas, y, sobre todo, una clara comprensión del sentido del barroco ha permitido a Diego Marín calar con criterio certero en la cuestión de la técnica lopesca. Su estudio no ha dado tan sólo solución definitiva al problema central de su tesis, sino que simultáneamente ha abordado y resuelto cuestiones de capital importancia relativas al teatro de Lope. En otras ocasiones, ha sentado bases seguras, que se revelarán útiles en investigaciones futuras.

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MEESSEN, H. J. AND BLOHM, KURT, *Lebendiges Deutschland*. Boston: Ginn and Company, 1959, pp. viii+248.

The authors of this textbook designed for the second semester of first-year college German aim "to give the student a general view of present-day conditions in Germany and would, together with developing his general reading ability, also lay the groundwork, as far as possible, for his reading about current affairs in German newspapers and magazines." After a geographical description of Germany and a brief version of its history from 1933 to the present, the student follows three different Americans as they visit present-day Germany and discuss their impressions with various natives; also the refugee problem is presented through family discussions of both *Allbürger* and *Flüchlinge*. Thus through many conversations, the student is given a detailed picture of contemporary Germany and is exposed to current usages of the language. The book is generously and tastefully illustrated; a contour map is particularly helpful in the discussion of the geography of Germany. All in all, the authors have fulfilled their aim admirably.

Our one reservation is that perhaps they have succeeded too well and overloaded their book with statistical information. This was probably inevitable in the first chapter with its historical survey but it is generally true of the remainder of the book where, for example, we find not only a brief history of youth hosteling in Germany, but also the membership dues for various ages and even the number of beds contained in certain of the hostels. It remains a regrettable fact that the amount of time available for language teaching in colleges is minimal and that, consequently, most teachers feel that it is advisable to restrict their students to the masterworks of literature rather than study German culture through a variety of approaches. It would be a pity if such reasoning were to cause this excellent reader to be ignored.

In any event, we would like to suggest that it be made required reading for students who plan to spend their junior year in Germany.

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